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Ontario

Report of the Ministry
of Colleges and Universities

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*To the Honourable W. Ross Macdonald
Lieutenant Governor
of the Province of Ontario*

Your Honour,

It is my pleasure and privilege to transmit to you the report of my Ministry for the fiscal year ending March 31, 1972.

This was a year of profound change for the Ministry. It acquired a new Minister—my predecessor, the Honourable George Kerr; a new Deputy, Mr. H. H. Walker; new quarters, new responsibilities, new branches, new personnel, and a new name. These changes are described briefly in the summary of the Ministry's development which follows.

On October 1, 1971, the former Department of University Affairs, under the aegis of the Honourable John White, officially became the Department of Colleges and Universities, extending its jurisdiction to the colleges of applied arts and technology and Ryerson Polytechnical Institute. This report includes a brief history of the college system in Ontario and short descriptions of the development of the individual colleges and Ryerson to supplement the current information on the provincially-assisted universities and cultural institutions.

For convenient reference, graphs showing long term trends in enrolment, capital and operating support for both colleges and universities, and financial assistance for students have been included in the appropriate sections of the report. More detailed statistical tables are available on request.

Respectfully submitted,



Jack McNie
Minister

A Brief History of the Ministry of Colleges and Universities

At a time of rapid change in the Ministry's responsibilities, it seems appropriate to include a brief account of the Ministry's development. From its inception as a part-time governmental advisory body for university affairs, the Ministry has evolved into a large organization dealing not only with Ontario's universities and colleges, but with a large number of cultural agencies as well. Today the Ministry plays an expanded social role in the province, and together with its sister Ministries of Education, Health and Community and Social Services comprises the Social Development Policy Field.

Until the middle of this century there seemed to be little or no need for a specific department or branch of government responsible for higher education. Over the years, direct contact had usually been maintained between university officials and the Premier or the Minister of Education, with the Department of Education providing any essential administrative functions. With the rapid growth of universities and the increase in enrolment in the 1950's, this arrangement was no longer adequate to cope with the increasingly complex problems created by university expansion.

To provide sound, experienced advice on the problems of support for higher education, the Government appointed a committee of senior civil servants in 1958. Named the University Committee, this group took the first steps to obtain more comprehensive information from each university in the province, including enrolment by faculty and year, salary scales for each academic rank and the number of teachers at each level, detailed statistical and financial data on operating income and expenditures, and a five to ten-year projection of building programs. The primary purpose of this work was to provide a more equitable basis for the distribution of grants than had previously been possible.

In 1961 members from outside the government were added to the committee and its name was changed to the Advisory Committee on University Affairs. Over the next three years government support for higher education increased dramatically. During this period the committee met on a regular basis with senior university officials to review requests for operating, capital and special grants, and made recommendations to the government on these matters after analysis and study of all related factors.

In 1962 the presidents of the provincially assisted universities were called together by the Advisory Committee to discuss problems of common concern and first formed the Committee of Presidents of Universities of Ontario. Over the next few years the Committee of Presidents produced a number of signifi-

ficant reports on higher education in Ontario. Some of the results of their recommendations were the establishment of the Extended Graduate Program, the Ontario New Library Project, the Ontario Graduate Fellowship Program, the expansion of teaching facilities for medical and dental education, and the eventual establishment of a system of community colleges.

During this period the Department of Education undertook administrative tasks connected with these programs; but it became increasingly evident that a full-time organization capable of dealing with the many complex problems associated with the rapid expansion of higher education was needed.

In May, 1964, the Legislature passed an Act to Establish the Department of University Affairs, and the Department came officially into being, with the Honourable William G. Davis, who was also Minister of Education, as its first Minister. Initially the Department occupied temporary offices in downtown Toronto, and in 1965 moved to 481 University Avenue. Steps were undertaken to recruit staff for the Department's expanding administrative functions. An Architectural Services Officer, a Director of Finance, a Research Officer, a Student Awards Officer, and a Chief Accountant were among the first officials to be appointed. Additional staff were added as departmental responsibilities increased; a Library was organized, and an Information Branch established.

At the time the Department was created, the Government of the Province decided that the Advisory Committee should continue to function, in view of its significant contributions to the development of higher education. The Committee's size was increased to lessen the work load on individual members and representatives of the academic community were included. The word "Advisory" was dropped from its title to distinguish the enlarged committee from its predecessor. On the basis of its knowledge and understanding of the needs of the university community, the Committee on University Affairs has continued to provide valuable assistance to the Minister as a consultative body on matters relating to government policies affecting the development and operation of the universities of the province. Dr. D. T. Wright, Dean of Engineering, University of Waterloo, became the first full-time Chairman of the Committee in 1967 and was succeeded by Dr. J. Gordon Parr, Dean of Applied Science, University of Windsor, as Chairman in 1972. Since 1964 the Department of University Affairs, now the Ministry of Colleges and Universities, has provided the supporting secretariat for the Committee on University Affairs and for its active sub-committees.

During its first few years the Department of University Affairs developed the staff and resources required to administer the government's support programs for higher education: the Department's three main programs in these years were the provision of operating grants to universities based on a formula using weighted enrolments and basic income units for each eligible student; the establishment of a similar formula approach for the calculation of capital building grants based on projected enrolment; and the provision of student loans and awards through the Ontario Student Awards Program, the Ontario Graduate Fellowship Program, Ontario Scholarships and other awards.

In conjunction with the development of these programs the Department fostered a close working relationship with the Committee on University Affairs and with the universities themselves, both as individual institutions and collectively through the Committee of Presidents of Universities of Ontario. After establishing a permanent secretariat in 1966, the C.P.U.O., through joint sub-committees of the Committee on University Affairs and in consultation with the Department, assisted in devising the operating and capital formulas to be used in university financing. In 1971 the Committee of Presidents, with a considerably expanded secretariat and research facilities, changed its name to the Council of Ontario Universities, providing for broader academic representation.

The Commission on Post-Secondary Education was established in 1969 under the chairmanship of Dr. Wright "to consider, in light of present provisions for university and other post-secondary education in Ontario, the pattern necessary to ensure the further effective development of post-secondary education in the Province during the period to 1980, and in general terms to 1990, and make recommendations thereon".

The Commission has focussed on problem areas through consultation, research studies and public hearings. The Draft Report of the Commission's recommendations, which appeared early in 1972, has sparked considerable debate within the academic community and in the community-at-large over the future prospects for higher education in the province. A final report is expected in January, 1973.

Early in 1971 the Honourable John White succeeded William G. Davis as Minister of the Department of University Affairs. In October of the same year the Department's staff was doubled by the addition of the Applied Arts and Technology Branch of the Department of Education, which was responsible for the development of the province's 20 colleges of applied arts and technology* and for the financing of Ryerson Polytechnical Institute. The name of the Department was consequently changed to the Department of Colleges and Universities.

As the Ontario College of Art, the Royal Ontario Museum, the Royal Botanical Gardens, and the Art Gallery of Ontario were also under the Department's financial jurisdiction, the trend had obviously been set for the Department to assume responsibility for most post-secondary education in the province as well as acquiring an expanded social and cultural role.

In February, 1972, the Honourable George Kerr, formerly Minister of the Environment, succeeded the Honourable John White as Minister of Colleges and Universities. The Department

*Now 22 community colleges since the North Bay and Sault Ste. Marie campuses of Cambrian College of Applied Arts and Technology became separate colleges, effective July 1, 1972.

continued to evolve and, in line with the recommendations of the Committee on Government Productivity, the Department's name was changed to the Ministry of Colleges and Universities in April of 1972 with most of Ontario's provincially assisted post-secondary educational institutions and cultural agencies, some previously affiliated with other Departments, now coming under the Ministry's aegis.

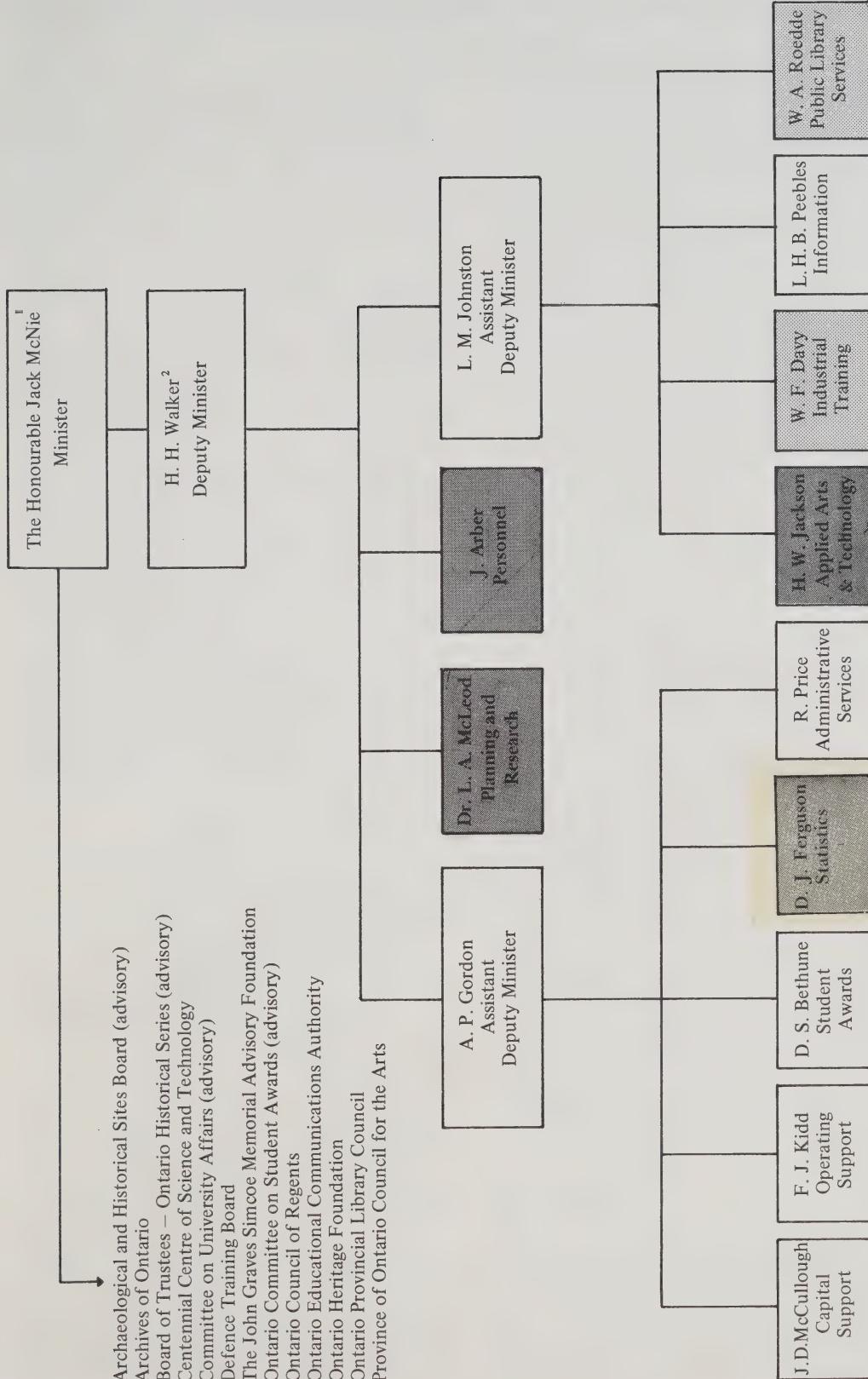
The new Ministry provides support for 14 provincially-assisted universities and their affiliated colleges, 22 colleges of applied arts and technology, the Ontario Institute for Studies in Education, Ryerson Polytechnical Institute, the Ontario College of Art, the Royal Ontario Museum, the Art Gallery of Ontario, the Royal Botanical Gardens, and the Ontario Science Centre. The Ministry also provides financing for the Ontario Educational Communications Authority, the Ontario Heritage Foundation, the Province of Ontario Council for the Arts, the McMichael Canadian Collection of Art in Kleinburg, and the Archaeological and Historical Sites Board. In addition to these responsibilities, the Ministry now administers the Provincial Library Service (formerly with the Department of Education), six Registered Nursing Assistant Schools (formerly with the Department of Health), the Industrial Training Branch (formerly with the Department of Labour) and the Archives of Ontario (formerly the Department of Public Records and Archives).*

This increase in areas of responsibility has entailed a corresponding increase in the staff of the Ministry. At present the Ministry of Colleges and Universities has its headquarters in the Mowat Block at Queen's Park with major branches and agencies at other locations. In the course of reorganization, the former Architectural Services Branch and Finance Branch have been restructured into Operating Support and Capital Support Branches, concerned with both colleges and universities, and a Statistics Branch and a Research and Planning Branch have been established.

In conjunction with its expanded responsibilities, the Ministry also administers a greatly increased budget. The 1972-73 Estimates allocate to the Ministry \$719,597,000, compared to the original Department of University Affairs' 1964 budget of \$63 million. The new Estimates include \$687.3 million for direct support of post-secondary education. In addition, \$34.8 million have been earmarked for assistance to more than 70,000 eligible students in the form of awards, fellowships, and scholarships during the 1972-73 academic year.

Through a process of rapid evolution over its relatively short history, the Ministry of Colleges and Universities has been given responsibility for the effective development of higher education and cultural affairs for the province.

**An organizational chart of the Ministry and a list of associated agencies, advisory committees, boards and councils may be found in the following pages. Any account of the development and functions of the branches and agencies which became associated with the Ministry effective April 1, 1972 would be beyond the scope of this year's annual report.*



¹Succeeded the Honourable George A. Kerr, effective September 28, 1972.

²Succeeded on January 1, 1973 by J. Gordon Parr.

Office of the Deputy Minister

This office consists of the Deputy Minister, two Assistant Deputy Ministers and their immediate staff. Under the Minister's direction, these officials hold the general responsibility for the administration of government policies relating to the universities and colleges of applied arts and technology in Ontario, with particular reference to operating and capital grants and student aid. In addition to supervising the overall operation of the Department, the Deputy Minister and the associated personnel of this office consult with the Committee on University Affairs, the Council of Regents, the Council of Ontario Universities, the Committee of Presidents of Colleges of Applied Arts and Technology and with senior officials of the universities and colleges of applied arts and technology, concerning specific problems. Proposed legislation and policy recommendations are reviewed and communication is maintained with institutions and officials in other jurisdictions who have like concerns.

During the year under review, the Department of Colleges and Universities participated with other departments and agencies in the work of the Senior Co-ordinating Committee for Health Sciences and the Ontario Universities Capital Aid Corporation. The Department was also active in the affairs of the Council of Ministers of Education in all matters concerning post-secondary education. A close relationship was maintained with the Ontario Department of Education, particularly in the field of teacher education.

A major reorganization of responsibility within the field of post-secondary education took place on October 1, 1971, when the Department of Colleges and Universities was created by the amalgamation of the former Department of University Affairs and the Applied Arts and Technology Branch of the Department of Education. As a consequence, a second Assistant Deputy Minister, formerly with the Department of Education, was added to the staff of this office.

Administrative Services Branch

Administrative Services is responsible for the processing and recording of the Ministry's revenue and expenditures and for the preparation, in consultation with other branches and affiliated agencies, of the Ministry's annual estimates.

The branch also provides central office services, including records management, purchasing, stationery and forms supply, duplicating, typing pool and office space utilization.

Following the integration of the Department of University Affairs and the Applied Arts and Technology Branch of the Department of Education on October 1, 1971, the activities of the Administrative Services Branch were considerably increased. The personnel function of the Department had previously been carried out in this branch but with the addition of 84 staff it became necessary to establish a separate Personnel Branch staffed by specialists. The new branch was formed on March 1, 1972.

Further planned changes will necessitate a substantial restructuring of the Administrative Services Branch. Individual sections will have to be formed; for example, to handle the expected increase in volume and complexity in such areas as travel, payroll, accounts payable and receivable. All of these functions have previously been looked after by a single versatile group of employees, sharing all aspects of the work.

The Applied Arts and Technology Branch

On October 1, 1971, the Applied Arts and Technology Branch of the Department of Education joined with the Department of University Affairs to form the Department of Colleges and Universities. The Applied Arts and Technology Branch is responsible for co-ordinating into a province-wide system of post-secondary education the activities of 22 colleges of applied arts and technology, which operate independently under local boards of governors.

The staff of the Applied Arts and Technology Branch provide the colleges with assistance in professional development of teaching staff; in financial planning and budgeting for the wide range of programs offered through the colleges; and in developing suitable campus facilities.

The branch monitors the need for physical facilities for the presentation of educational programs. Many efficient and inexpensive college buildings have been constructed across the province to bring the colleges as close to the people as practicable. However, much still remains to be done in this regard, since many programs are still being offered in temporary facilities which are less than ideal.

The branch has been directly involved in the negotiation of contracts with the federal government for the delivery of adult retraining programs, and with the Industrial Training Branch of the provincial government for apprenticeship training. (The Industrial Training Branch, formerly with the Department of Labour, came under the jurisdiction of the Ministry of Colleges and Universities effective April 1, 1972.) The Applied Arts and Technology Branch is concerned as well with the presentation of programs for management development and with training in business and industry.

The branch acts as the secretariat of the Ontario Council of Regents for the Colleges of Applied Arts and Technology. Members of the branch assist the council in its policy deliberations, by providing professional expertise in the many facets of the college system. For example, the branch provides an interface between the Council of Regents and the colleges in the development of personnel policies with reference to terms and conditions of employment and compensation, and the branch and the council work together to co-ordinate programs of instruction on a province-wide basis, maintaining a realistic perspective among the colleges to ensure their effectiveness in the attainment of provincial objectives. This provincial co-ordination is facilitated by consultative committees composed of representatives of business, industry, government, certifying bodies, the Council of Regents, the colleges and the branch.

At the request of the council, the branch is developing a computerized program planning and budgeting system to assist the colleges in monitoring their internal operations as well as in producing multi-year plans for each college and for the system as a whole.

Information Branch

The work of the Information Branch was directly affected by the formation of an expanded Department in October, 1971, having responsibility for the colleges of applied arts and technology and Ryerson Polytechnical Institute as well as for universities and cultural institutions. Distribution and telephone inquiries approximately doubled as a consequence and the number of functional releases and publications reflected the

Department's extended jurisdiction.

In addition to the annual editions of Horizons (for secondary school students), Futures (for Grade 8 students), the Minister's report, and brochures describing student assistance programs during 1970-71, the branch edited and published a booklet on the capital formula, the yearly program listings of the colleges of applied arts and technology, a trade school directory, and *The Community Colleges and their Communities*, prepared by the Ontario Association for Continuing Education. Costs were held in line through the use of cold type and economical grades of paper, including newsprint.

To supplement printed information on student awards and periodic advertisements in student newspapers, members of the Information Branch visited secondary school areas across the province to explain student assistance programs to students, guidance counsellors and parents.

Liaison with post-secondary institutions and with the Council of Ontario Universities culminated in a successful conference of information officers of both universities and colleges in the spring of 1972, for briefing on the reorganization of the Department and discussion of joint concerns.

Operating Support Branch

The Operating Support Branch is responsible for administering the Provincial Government's programs of operating support for post-secondary institutions and for providing the background data for the making of related policy decisions. The activities of the branch fall into four basic categories: policy development, program administration, reporting and control, and providing support services to groups and persons within the Ministry and in other Government agencies.

To assist in the development of policy, the Operating Support Branch conducts studies to determine the effect of proposed or existing policies as well as studies of the funding arrangements in other jurisdictions. The branch participates as secretariat and advisor in the work of various policy-making committees, and develops major amendments and revisions in the formula for operating grants, primarily for the Committee on University Affairs/Council of Ontario Universities Joint Sub-committee on Finance/Operating Grants, and often with assistance from the Research Division of the Council of Ontario Universities. The branch also works with the Committee of Finance Officers of the Colleges of Applied Arts and Technology on similar projects.

In the area of program administration, the branch provides interpretations and rulings on matters related to the operating grants formula and translates general policy decisions on operating support into administrative regulations. The branch also prepares estimates and multi-year forecasts for programs of operating support, calculates grants and makes arrangements for their payment, and consults with university and college officials and Management Board analysts.

Among the branch's reporting and control functions are the management of the scheme for the audit of enrolment, by which basic income unit entitlements are verified; the handling of reports and claims under the post-secondary education section of the Federal-Provincial Fiscal Arrangements Act and the Occupational Training Act; the examination of the audited financial statements of universities and colleges; in collaboration with the Committee of Finance Officers, Universities of Ontario, development of improved methods of cost control

and financial statement disclosure for educational institutions; and assistance in the preparation of many of the financial tables, summaries and analyses contained in the reports of the Minister of Colleges and Universities and of the Committee on University Affairs.

Supporting financial services are provided to the Minister and Deputy Minister, the Capital Support Branch, the Statistics Branch, the Applied Arts and Technology Branch, the Information Branch and other agencies of the Ontario Government.

The year 1971-72 was one of rapidly changing organizational circumstances, resulting in considerable upheaval throughout the Ministry. Nevertheless considerable progress was achieved. Members of the branch and of the secretariat of the Council of Ontario Universities began work on the first major review of the operating grants formula since its inception. After much investigation it was concluded that there were no severe flaws in the basic system. It was decided in March, 1972 that the review should temporarily be suspended until there were clearer indications of what was likely to develop as a result of certain recommendations made in the draft report of the Commission on Post-Secondary Education.

One of the tasks planned in connection with formula review—the preparation of a manual describing the present Ontario operating grants formula as revised and amended to date, and incorporating all rulings and interpretations to date—has recently been completed. This is a major step forward in the rationalization of administrative procedures regarding formula financing. This manual will be an important addition to the literature available on institutional finance and should receive wide circulation not only in Ontario but internationally.

During the period under review, the university fiscal year for which formula operating grants are paid was changed to begin on May 1st, instead of July 1st. The advantages are:

- 1) For the first time the academic year coincides with the university fiscal year, and both nearly coincide with the Government fiscal year.
- 2) Summer school students can now be counted in the same grant year as students attending in the previous spring term, a more logical arrangement than counting them in the following year.
- 3) "Adjustment payments" will no longer need to be made in the succeeding fiscal year in finally determining the previous year's grants.

The branch assisted in the solution of administrative problems involved in this change.

A new form for financial reporting by universities was devised in the fall of 1971 by the Committee of Finance Officers, Universities of Ontario, in consultation with the Operating Support Branch. The new form, with its definitions, represents a real advance in the effort to improve disclosure of financial information on university operations and to facilitate financial comparisons between institutions. Subsequent to the introduction of these forms the Committee of Finance Officers published *Total Revenues and Expenses for Provincially-Assisted Universities of Ontario for the Fiscal Year Ended June 30, 1971*, a major step forward in the accountability aspects of formula financing.

Again in consultation with the branch, the Committee of Finance Officers undertook during the year a study of the

feasibility of academic program costing in the Ontario university system. Their report, recently accepted by the Executive Committee of the Council of Ontario Universities, recommends the establishment of a task force of three persons to work full-time for a year on developing a program costing manual which could serve as a basis for the introduction of standardized program costing in the provincially assisted universities.

Planning and Research Branch

The Planning and Research Branch of the Ministry has been established to provide long-range planning and research into all aspects of post-secondary education.

The Branch will be concerned with policy matters affecting the development of the post-secondary education system and with trends and developments which may affect education systems and methods in the future. The Branch will administer the Ministry's program of grants-in-aid of research and will maintain liaison with research grant programs administered by the federal government and other agencies. It will also be responsible for the Library and for internal dissemination of research information.

Planning and Research will work closely with all other branches of the Ministry to make use of their technical expertise.

Library

The growth experienced in the Ministry this year has increased the duties and responsibilities of the library staff and has added interesting new areas to its higher education collection. Works relating to applied arts and technology, manpower training and continuing education represent new avenues of service for this library. Furthermore, the studies which will emanate from the new Planning and Research Branch, of which the library is now an integral part, will give more depth and complexity to the existing resources and, at the same time, accelerate library use and augment its capacity for more effective library service.

Besides the normal annual acquisition of about 900 books and reports, the library was the recipient this year of two important special collections. One comprised the select working collection for the Commission on Post-Secondary Education (approximately 1,000 books, pamphlets, etc.), plus the 680 briefs submitted to the Commission before and after the release of its Draft Report in January 1972. These documents are now available for study or perusal in the library. The second collection, transferred from the Provincial Library Service, is a highly specialized body of knowledge (1,500 books) pertaining to library science and public library administration. Before the end of 1972 the library will contain more than 10,000 volumes.

Even though enlarged space has been occupied during the year, the need to provide a specialized service to a growing variety of users is already raising again the question of space requirements for the future. Coupled with the increased study activities which will emanate from the Planning and Research Branch, this pressure once again brings into sharper focus the question of a self-contained information resource for each ministry.

The Statistics Branch

The Statistics Branch was created in late 1971 as one of the branches of the new Department of Colleges and Universities. With the increasing complexity of the Ontario post-secondary education system, a major area of the present Ministry's interest and concern is the further improvement of the quality and compatibility of basic information available for analysis, and of the capability to make effective use of that information. The Statistics Branch is responsible for the statistics function of the Ministry and for performing and co-operating in operational analysis for policy purposes.

A major aspect of branch responsibility for the statistical function is enrolment reporting respecting the universities and colleges. In addition to their statistical uses, such enrolment reports constitute the basis for administration of most of the Government's grants to these institutions.

The Statistics Branch is also responsible, in consultation with other branches, for the collection of general purpose statistics for use throughout the Ministry.

Another major statistical responsibility is the co-ordination of data system design for the Ministry and the administration of certain computerized systems which serve a number of different users within the Ministry. One such system being developed is a joint enrolment reporting system by which the universities report to both the Ministry of Colleges and Universities and Statistics Canada. Another is being set up and co-operatively utilized by both the Ministry and the colleges of applied arts and technology. This area of responsibility requires liaison with other branches of the Ministry, with governmental advisory bodies, with colleges and universities, and with external bodies requiring information, such as Statistics Canada.

The Statistics Branch is involved in operational analysis for policy purposes in two major ways. The first of these frequently involves co-operation with other branches in analytical projects via task forces or similar arrangements. The other and major responsibility is the analysis, for planning purposes, of submissions by the universities and colleges to the government advisory bodies and to the Ministry.

The Statistics Branch is also responsible for co-ordination within the Ministry of the Planning Programming and Budgeting System, which is being implemented throughout the Ontario Government. The major recurring P.P.B.S. responsibility is the preparation of long-range planning forecast prepared annually by each ministry. The P.P.B.S. function also includes analysis of current programs, of their objectives, and the delineation and analysis of possible alternatives. Co-ordination with central agency personnel responsible for overall implementation of the system throughout the Government is also required.

Capital Support Branch

In October of 1971 the Architectural Services Branch of the Department of University Affairs became the Capital Support Branch of the Department of Colleges and Universities. Since that time it has become the Capital Support Branch of the Ministry of Colleges and Universities. This most significant change in name reflects the almost complete change of function which had been occurring since the branch began in 1964.

At that time, a professional, architectural opinion was required concerning the size, scope and costs of proposed capital projects for which universities required financial assistance. Various developments over the years—the most noteworthy being the introduction of the capital formula—gradually lessened the architectural input and enlarged the quantitative numerate function. The determination of allocations and entitlements, the monitoring of cash flow requirements, formula studies, and so on, gradually took precedence over capital project approval. Of course, all projects are still assessed and examined by the branch but any approval is always within previously determined overall fiscal constraints.

It is a logical step to add to the responsibilities of the branch that of the actual administration and flow of capital funds. A total overview of capital problems and needs will be allowed if one branch can not only recommend allocations and entitlements and assess project approvals, but also administer those funds which, in turn, influence the subsequent allocations and entitlements. Until April, 1972, the administration of these monies within the Department of University Affairs was the responsibility of the Finance Branch (which has now become the Operating Support Branch) and, within the Department of Education, of the Applied Arts and Technology Branch. This latter branch also assessed requests for financial assistance for capital projects for the colleges of applied arts and technology but on October 31st, this function became still another responsibility of the Capital Support Branch. The architectural review of capital projects for colleges, which was formerly carried out by the Architectural Services Section of the Department of Education, is now interfaced within the branch with the university capital project review and assessments. The determination of allocations and entitlements for capital projects for the colleges of applied arts and technology will also be a major branch responsibility in the coming years. To this end the Studies and Research arm of the branch is searching for an objective means of determining yearly allocations and long-range entitlements for the colleges, based on some defensible measure of need.

Along with the 20* colleges of applied arts and technology, the responsibility for the determination of and administration of capital funds for the Ryerson Institute of Technology and the McMichael Collection also became a branch responsibility as of October 1st, 1971.

The various formula studies in which the branch has participated culminated in a branch publication *The Capital Formula* which describes the reasoning behind the formula, the manner in which it functions and which indicates future directions of funding. It includes additional features such as a more refined approach to achieving parity within allocation inventories and a cyclical renewal feature which recognized the need for capital funds in a "no growth" state. Another publication was prepared and is being printed at this time which will indicate unit costs by architectural element of all the university facilities which have been funded by the Province since 1964.

The branch continued its involvement with the health sciences. It participated in a task force which developed a formula for the allocation of study and research space in clinical setting. It also participated in negotiations which resulted in a plan which will ensure co-ordination of health science programs and the con-comitant planning of appropriate facilities.

Student Awards Branch

The Student Awards Branch, in co-operation with the student awards officers of the universities and colleges of applied arts and technology of Ontario, administers the Ontario Student Awards Program, of which the Canada Student Loans Plan is a basic and integral part. It is a comprehensive program of loan and grant assistance to post-secondary students to supplement family/student resources based on assessed need. In addition, the branch has been responsible for the Ontario Graduate Fellowship Program, Ontario Scholarships, the Ontario-Quebec Exchange Fellowships, Summer Language Bursaries and several other fellowship programs which fall within the Ministry's jurisdiction.

During the 1971-72 academic year, out of a total of 79,486 OSAP applications which were assessed, 44,997 were approved for loan and grant and 16,751 for loan only. The loan total was \$35.4 million and the grant total \$29.8 million, representing an average award of \$1,055. Including the Ontario Graduate Fellowships which totalled \$3,286,500, Ontario Scholarships amounting to \$870,000, Teacher Education Awards totalling \$2,086,879, and other programs administered by the Student Awards Branch, the provincial grants provided to students by the Ministry amounted to \$36,183,492 for 1971-72.

The computerization of the Awards Program has increased the speed of processing awards documents and has helped to improve the efficiency and consistency of the need assessment procedure. In co-operation with the Education Data Processing Branch of the Ministry of Education, computer use within the program will be further extended during 1972-73.

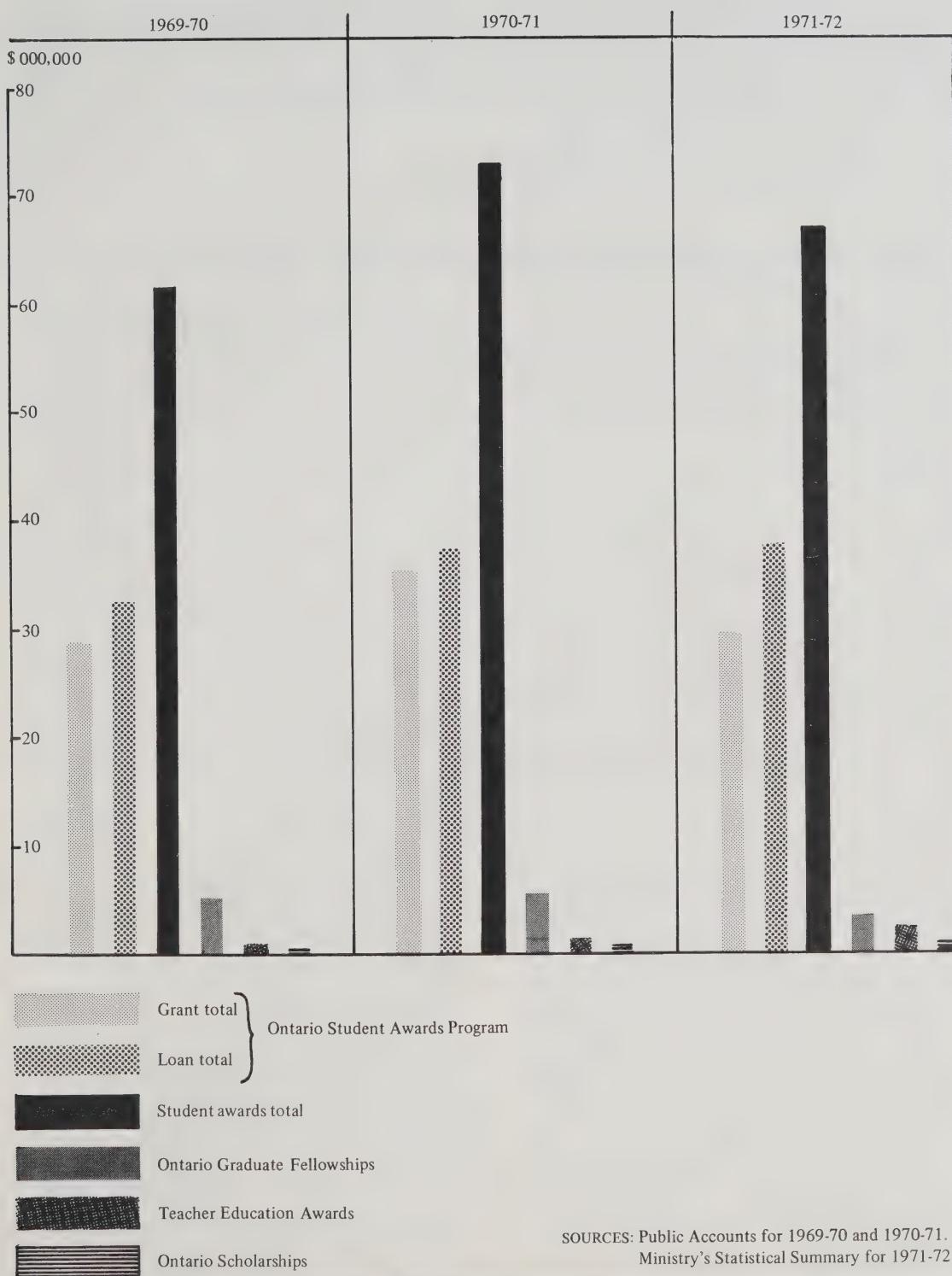
In 1971-72, the branch, by means of regular workshops and seminars, maintained the close liaison necessary for a working relationship with the Student Awards Officers of the institutions within the province.

A Verification and Audit Section was formally established by the branch in 1970-71 to conduct investigations of individual cases for accuracy of assessment and the reliability of information entered on the application forms. The section is empowered to recommend the recovery of any funds which it determines to have been inadvisably or unnecessarily disbursed.

The Student Awards Branch continues to collect data and conduct research within the area of student financial assistance and the director of the branch serves as secretary of the Ontario Committee on Student Awards, the advisory body to the Minister on policies relating to financial assistance to students in all areas of post-secondary education.

* As of July 1, 1972, the total became 22.

FINANCIAL ASSISTANCE TO STUDENTS



The Development of the Colleges of Applied Arts and Technology

Birth of the CAATs:

As colleges of applied arts and technology enrolled students in September of 1971, only two colleges—Centennial College in Scarborough and Lambton College in Sarnia—were approaching their fifth birthday. The remaining 18 colleges of applied arts and technology were just beginning their fifth year of classes.

Colleges of applied arts and technology were born in the mid-1960's, at a point in time when most people in Ontario were becoming increasingly aware of the significance of further education in our technological society. In February, 1965, Prime Minister John P. Robarts informed the Legislature that:

"Our true wealth resides in an educated citizenry; our shrewdest and most profitable investment rests in the education of our people . . . It is the task and purpose of this government to provide whatever opportunities are necessary to enable each individual, through education, to develop his potentialities to the fullest degree and to employ his talents to the greatest advantage . . ."

Three months later, the Honourable Willian G. Davis introduced the enabling legislation for colleges of applied arts and technology.

Provincial Technical Institutes:

Prior to World War II, six universities, along with a few nursing schools, teachers' colleges and agricultural schools, were able to meet the needs of Ontario residents for post-secondary education. However, the Second World War plunged Ontario headlong into an industrial state at an accelerated pace. As the re-establishment training of veterans passed its peak in the late 1940's, the need of our new technological society for further education of a career-oriented nature became increasingly apparent. Industry required people with two or three years of technical or business education beyond grade 12. In addition, secondary school graduates were beginning to seek a type of education which would equip them for careers in the new technologically-oriented industries.

Ontario responded to this need with a system of provincial technical institutes. Three types of institutes developed during the late 1940's and the 1950's:

- (i) institutes of technology which offered three-year programs in engineering technology and business administration,
- (ii) institutes of trades which provided training primarily for

apprentices in technical trades, and (iii) Ontario Vocational Centres which, in addition to apprentice training, offered two-year technician programs. Provincial technical institutes were developed one by one during the 1950's and early 1960's as the public interest in career-oriented post-secondary education gradually increased.

Although provincial technical institutes offered only a limited range of programs and were centrally administered from the Ontario Department of Education, they provided a firm basis of experience for the introduction in the late 1960's of colleges of applied arts and technology. By 1967, two of the original provincial technical institutes—Lakehead Technical Institute and Ryerson Institute of Technology had already been decentralized under their own boards of governors. The rest were absorbed into colleges of applied arts and technology during the 1967/68 school year.

The first provincial technical institute, which opened in the fall of 1945, was the Provincial Institute of Mining at Haileybury. In the fall of 1967, P.I.M. became a campus of the Northern College of Applied Arts and Technology.

The Provincial Institute of Textiles opened in Hamilton in the fall of 1946. Ten years later, it increased its range of programs as it became the Hamilton Institute of Technology. H.I.T. was, in turn, transferred to the Board of Governors of the Mohawk College of Applied Arts and Technology in the fall of 1967.

The Lakehead Technical Institute in Port Arthur opened its doors in January, 1948. In 1957 it became Ontario's only "junior" college offering both technology programs and the first two years of university programs when it became the Lakehead College of Arts, Science and Technology. By 1962, the Lakehead College had been granted authority to award degrees and by 1965 the junior college had become a full university known as Lakehead University.

The largest and probably most widely known of the pioneer provincial technical institutes developed from the Toronto Training and Reestablishment Institute for veterans of World War II. Ryerson Institute of Technology opened its doors to the public in the fall of 1948. In 1963, Ryerson was reorganized under a board of governors as Ryerson Polytechnical Institute. In 1971, Ryerson was given the power to award the degrees of Bachelor of Technology and Bachelor of Applied Arts.

Trades courses for apprentices were offered on the campus of Ryerson Institute of Technology in the first instance. By 1951, demand for space required a separate Provincial Insti-

tute of Trades to be established on Nassau Street. In the spring of 1968, P.I.T. became a campus of the George Brown College of Applied Arts and Technology.

To relieve enrolment pressure on Ryerson Institute of Technology, the Eastern Ontario Institute of Technology was opened in Ottawa in 1957, followed a year later by the Western Ontario Institute of Technology in Windsor. E.O.I.T. is now the Rideau campus of the Algonquin College of Applied Arts and Technology and W.O.I.T. became the nucleus of the St. Clair College of Applied Arts and Technology.

By 1962, space was becoming a problem at the Provincial Institute of Trades. The automotive courses moved to Wellesley Street to become the Provincial Institute of Automotive and Allied Trades. In 1968, P.I.A.T. was scheduled to move to permanent quarters in Scarborough. Consequently, P.I.A.T. became a division of the Centennial College of Applied Arts and Technology.

In the same year, the last of the institutes of technology opened in Kirkland Lake. Five years later, the Northern Ontario Institute of Technology became the Kirkland Lake campus of the Northern College of Applied Arts and Technology.

In 1963, expansion once more became a problem at the Provincial Institute of Trades. As a result, the Provincial Institute of Trades and Occupations was established on Dartnell Avenue. By 1968, P.I.T.O. had become the Casa Loma campus of George Brown College.

In 1964, just a year before the CAAT legislation was introduced, the third type of provincial technical institute was ready to open its doors in new facilities designed specifically for apprentice and technician programs. Ontario Vocational Centre opened in Ottawa and London in the fall of 1964. O.V.C. Ottawa is now the main campus of Algonquin College, while O.V.C. London became the basis for the rapid growth of the Fanshawe College of Applied Arts and Technology. The last of the provincial technical institutes was the third Ontario Vocational Centre which opened in Sault Ste. Marie in the fall of 1965. Within two years, O.V.C. Sault Ste. Marie became a campus of the Cambrian College of Applied Arts and Technology.

CAAT Legislation:

By 1960, public awareness of the importance of further education beyond secondary school graduation was increasing rapidly. This interest, along with the increase in post-war population in the elementary and secondary school systems, began to apply an urgent pressure for a significant increase in opportunities to continue education beyond secondary school. The demand first materialized in the form of increased applications for admission to universities. Consequently, the first half of the 1960's marked a rapid expansion of Ontario's universities. Six universities soon became 14.

By the mid 1960's, however, it was apparent that neither the rapidly-expanding universities nor the provincial technical institute system could develop fast enough to keep up with the aspirations of the public for further education. Nor was further expansion of the universities necessarily the best way "to enable each individual, through education, to develop his potentialities to the fullest degree . . ." Consequently, the almost explosive expansion of the last half of the 1960's has been through the development of colleges of applied arts and technology as a viable alternative for those who, for one reason

or another, do not wish to pursue their education through a university program.

In some of the neighboring states to the south, where post-secondary education had developed in the form of large, central "state colleges", the demand for increased access to further education was met by a series of "junior" or "community" colleges which served as feeders to the state colleges. Ontario, on the other hand, during the early 1960's had developed 14 provincially-supported universities which were distributed fairly well geographically throughout Ontario. Hence, feeder institutions were not required in Ontario. CAAT legislation, therefore, specifically excludes university transfer programs from CAAT responsibilities. CAATs were given a broad responsibility

"to meet the needs of graduates from any secondary school program, apart from those wishing to attend university; and to meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates."

To enable colleges of applied arts and technology to respond rapidly to the varied needs of this large potential student body, the central administration of the former provincial technical institutes was abandoned in favour of local administration under local boards of governors. The initial legislation authorizing the Minister of Education to establish colleges of applied arts and technology took the form of an amendment to The Department of Education Act.

The Council of Regents

The first step in implementing the CAAT legislation was the appointment early in 1966 of a 15-member Ontario Council of Regents to assist the Minister in the planning, establishment and co-ordination of programs of instruction and services for the colleges. The Council's first chore was to divide the province into nineteen college areas in such a manner that a maximum number of Ontario residents would be within commuting distance of a college of applied arts and technology. The Council of Regents then proceeded to appoint a board of governors for each of the nineteen colleges and to provide guidelines for the establishment of a CAAT in each college area.

Upon assuming office, the first responsibility of a board of governors was to make a study of the post-secondary and adult education needs of the college area and to submit a master educational plan for meeting these needs to the Council of Regents. The master plan also proposed the site or sites for the location of the college facilities. Once the planning and establishment phase of CAAT development had been completed, the Council of Regents turned its attention to the co-ordination of programs of instruction and services to ensure that the individual colleges develop as part of a province-wide system of post-secondary educational opportunities.

The Colleges:

As already noted, two colleges were able to conduct classes in temporary quarters in the fall of 1966—Centennial College serving the Boroughs of Scarborough and East York, and Lambton College in Sarnia. The remainder of the present 20 CAATs commenced operation during the 1967/68 school year.

College Area 1 comprises the Ottawa Valley counties of Renfrew, Lanark, Russell, Prescott, and the Regional Municipality of Ottawa-Carleton. Algonquin College has expanded

from the original E.O.I.T. and O.V.C. in Ottawa and now operates satellites in Pembroke, Perth and Hawkesbury.

College Area 2 includes the St. Lawrence Valley counties of Frontenac, Leeds, Grenville, Dundas, Stormont and Glengarry. St. Lawrence College started its first campus in Kingston but soon expanded to Cornwall and Brockville.

College Area 3 was made up of the central Lake Ontario counties of Lennox and Addington, Hastings, Prince Edward, Northumberland, Peterborough, Haliburton and Victoria. From the outset, Sir Sandford Fleming/Loyalist College of Applied Arts and Technology developed two campuses—the Sir Sandford Fleming campus in Peterborough and the Loyalist campus in Belleville. Within two years, Area 3 was split into two separate college areas with the Sir Sandford Fleming CAAT serving the counties of Peterborough, Haliburton, Victoria and part of Northumberland. The remainder became the Loyalist CAAT Area 3A. Sir Sandford Fleming CAAT developed a satellite campus in Lindsay.

The counties of Ontario and Durham form Area 4. The college in this area was first named the Ontario-Durham College of Applied Arts and Technology but later became simply Durham CAAT. Area 5, the boroughs of Scarborough and East York, is served by Centennial College. Humber College provides post-secondary education opportunities for the Boroughs of Etobicoke and York, which constitute College Area 6. Area 7 consists of the Borough of North York and the Regional Municipality of York. The main campus of Seneca College is located in Willowdale. During 1971, the Board of Governors of Seneca CAAT acquired the Lady Eaton Estate as a base for a King campus.

Area 8, the counties of Peel and Halton, are the home of Sheridan College. Sheridan College commenced operation in temporary facilities in Brampton while the permanent campus was being developed on the outskirts of Oakville. The Board of Governors of Sheridan College also operates a School of Design in Port Credit.

Mohawk College, Area 9, serves the counties of Wentworth and Brant, part of Haldimand, and part of the Regional Municipality of Niagara. The remainder of Haldimand and the Regional Municipality of Niagara comprise Area 10, served by Niagara CAAT with a main campus in Welland and a satellite in St. Catharines. Mohawk College operates from campuses in Hamilton, Brantford and Saltfleet.

Fanshawe College of Applied Arts and Technology serves the Lake Erie Counties of Middlesex, Elgin, Norfolk and Oxford (Area 11). The main campus is the former Ontario Vocational Centre in London. Fanshawe College also operates satellites in Woodstock and St. Thomas. Area 12 consists of the counties of Essex and Kent. St. Clair College operates from a main campus in Windsor and a satellite in Chatham. Area 13 is the single county of Lambton, with Lambton College located on the eastern outskirts of Sarnia.

Conestoga College (Area 14) looks after post-secondary education needs in the counties of Huron, Perth, Waterloo and Wellington from a main campus at Doon near Kitchener, and from smaller campuses in Guelph, Waterloo, Stratford and Clinton.

Further away from the Montreal to Toronto to Windsor population corridor, the college areas start to become geographically larger, but smaller in total population. Area 15 comprises the counties of Bruce, Grey, Dufferin, Simcoe, the District Municipality of Muskoka, and the district of Parry Sound—the horseshoe around Georgian Bay. Georgian College

has a main campus in Barrie with satellites in Owen Sound, Orillia, and Midland.

Cambrian College serves the population along Highway 17 in the districts of Algoma, Manitoulin, Sudbury and Nipissing (Area 16). Cambrian College has major campuses in North Bay, Sudbury and Sault Ste. Marie. Area 17 includes the districts of Cochrane and Timiskaming in north-eastern Ontario. Northern College also operates three major campuses in Haileybury, Kirkland Lake and South Porcupine.

Area 18 is geographically just about as large as all other college areas put together. Confederation College, through extension services, covers the districts of Kenora, Rainy River and Thunder Bay from its main campus in Thunder Bay. Area 19 is the City of Toronto. George Brown College adopted the motto "The City is Our Campus" and operates from several locations throughout Toronto.

CAAT Programs:

Colleges of applied arts and technology were assigned the responsibility for meeting the post-secondary educational needs of secondary school graduates, adults and out-of-school youth, other than those wishing to attend university. Such a comprehensive assignment committed the colleges to a broad range of programs. The first CAAT students were recent secondary school graduates seeking two or three years of further career-oriented education in business, technology or applied arts.

During the first half of the 1960's, Ontario secondary schools introduced a two-stream system in which the five-year program followed the traditional academic pattern leading to grade 13 and university entrance. A less rigorous four-year program led to an Ontario Secondary School Graduation Diploma. The first graduates were emerging from these two streams just as colleges of applied arts and technology were opening their doors, most of them in temporary facilities. Consequently, from the outset the colleges offered two levels of full-time programs to meet the needs of the young graduates of the two secondary school streams.

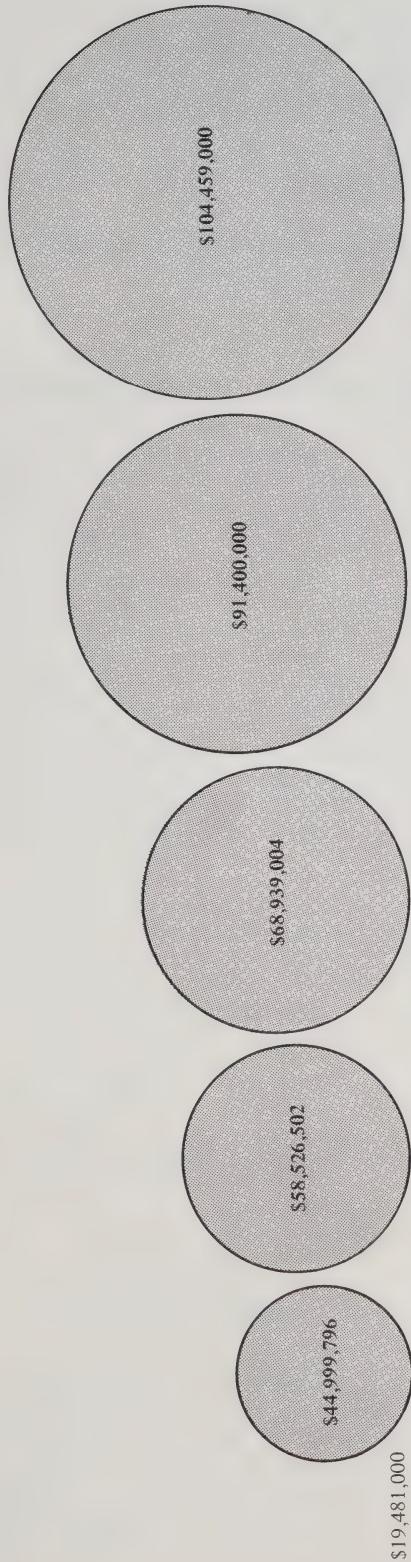
Those colleges which absorbed the former provincial institutes of trades and Ontario Vocational Centres also continued the post-secondary education programs for apprentices registered with the Ontario Department of Labour. In addition, during 1969/70, the CAATs assumed responsibility for the adult retraining programs, which had been launched in the early 1960's under the administrative supervision of local boards of education. Thus colleges of applied arts and technology very quickly started to build up a comprehensive program to meet the needs of the adult population of the communities they serve.

At the present time, enrolment in evening and extension programs is considerably greater than full-time enrolment. Indeed, the trend is already well established for communities to regard their CAATs as post-secondary education "cafeterias" where any citizen can come when he is hungry for knowledge and select programs which meet his immediate needs, knowing that he can come back again as often as he wants.

The programs offered by colleges of applied arts and technology, therefore, form a comprehensive complement for those offered by Ontario universities. Consequently, a logical step toward coordination of all aspects of post-secondary education was taken on October 1, 1971, when colleges of applied arts and technology and universities came together under the jurisdiction of the new Department, now Ministry of Colleges and Universities.

OPERATING GRANTS FOR CAATS

1967-68 1968-69 1969-70 1970-71 1971-72 1972-73 (*estimates*)



NOTE: 1971-72 and 1972-73 specifically excludes Municipal Taxation.

SOURCE: 1967-68 through 1970-71 from Public Accounts, 1971-72 and 1972-73 from Minister's Report 1972.

CAPITAL SUPPORT FOR CAATS

1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73 (<i>preliminary</i>)
\$37,500,000	\$42,000,000	\$63,000,000	\$63,000,000	\$72,500,000	\$72,500,000	\$11.826	19,059	24,742	30,382	34,354	39,914
\$6,314,000											

Algonquin College

Ottawa, Ontario

*Chairman, Board of Governors: Dr. G. O. Baines
President: Dr. G. B. Maher*

The policies and procedures of Algonquin College have been under active consideration and re-evaluation over the past few years to improve communication between and increase participation of, the several sectors of its community. Departmental, school, and college councils with student, faculty, and administration representation, function to allow input from all bodies concerned with the effective operation of college programs.

Sixty advisory committees with members drawn from the college area provide input from the community and advise the college on content and operation of more than 80 full-time programs. The Continuing Education Division of the college, in response to the needs of the community, operates in excess of 400 courses involving more than 10,000 students mainly in the evening program. From its Centre for Community Development, the college provides assistance to its communities through Community Self-Studies, leadership development, and technical services, thus allowing maximum utilization, by the community, of many college resources.

The total college community extends from Hawkesbury in the east to Pembroke in the west. The campus in Pembroke provides post-secondary programs as well as Retraining and Continuing Education programs. Forestry Technicians and Woodworkers are trained only at the Pembroke Campus. Retraining programs are provided in Perth and Hawkesbury. In Ottawa, Algonquin College operates from four separate locations with the main campus on Woodroffe Avenue, and presently a fifth location is under consideration. It is expected that with suitable diversification the several locations may more conveniently serve the total Ottawa community.

In some programs the college has gradually moved into a semester system which allows a student to enter either in September or January. This flexibility has proven advantageous to students who may wish to remain out of school for a semester for financial or other reasons, without the loss of a full year. This program, combined with individual subject promotion, has begun to show beneficial results including a decrease in the drop-out rate.

The Algonquin College area includes a substantial franco-phone minority and studies made of projected secondary school enrolment figures show that approximately 19 per cent of the secondary school students in the area are francophones and grade 12 classes alone include 17 per cent francophones. The college has established a bilingual policy to provide services for this minority and each year shows an increase in the number of students taking programs in the French language.

The immediate area, in and around Ottawa, is experiencing rapid growth and projections show no decrease in the growth rate for the next ten years. Population figures, particularly in the college age group, are increasing, and there is evidence that college enrolment figures will rise. Changing technology, the concern with regard to pollution, and the increasing demands for health services, will call for new programs and some modification of the existing curriculum. Development of programs in the paramedical field is expected to reach major proportions over the next few years, and Algonquin College will introduce several new programs in this area.

A number of new programs are being planned for introduction over the next few years in such fields as tourism, public relations, real estate, insurance, community development, museum technology, visual and creative arts, pollution control and paper technology. A program to train workers for institutions serving the mentally retarded will commence in September 1972.

Student government in the college is under the jurisdiction of the Students Union which is an incorporated body with representation from all divisions of the college. Each school in the college has a separate Student Administrative Council which serves the needs of students in their particular school. Representatives from all student government bodies meet regularly with the college administration to discuss matters of mutual concern and make recommendations to the President when policy changes appear desirable.

Counselling and placement services are available to all students through the offices of the Student Affairs Division of the college, and this service has been particularly effective in solving individual student problems, and securing positions for the majority of students upon graduation.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	4,373
FTE of part-time	15,844
Manpower retraining-training days	359,080
TIBI-training days	8,516
MDP-training days	3,588
Apprenticeship-training days	53,266

Cambrian College of Applied Arts and Technology

North Bay, Sudbury, Sault Ste. Marie, Ontario

*Chairman, Board of Governors: Paul Krmpotich¹
President: John T. Koski*

Initial planning for the development of Cambrian College began in January of 1967 with the appointment of the Board of Governors and its first chairman, Dr. Walter Curlook of Sudbury. Designated to serve the Districts of Algoma, Manitoulin, Sudbury and Nipissing, a region of some 37,000 square miles containing a population of 360,000, the college developed three widely separated campuses, in Sault Ste Marie², Sudbury and North Bay², with its administrative headquarters in Sudbury. The composition of the current Board of Governors reflects the diversity and geographical size of the region. The Government has approved a recommendation of the Commission on Post-Secondary Education that the North Bay and Sault Ste Marie campuses should function as separate colleges with their own Boards of Governors, beginning in 1972.

John T. Koski, formerly principal of the Northern Ontario Institute of Technology in Kirkland Lake was appointed President of Cambrian College in February, 1967. Working out of the local offices of the Ontario Department of Education, the college leased and renovated the former Sacred Heart College building for the Sudbury Campus and planning began for the development of the three campuses of Cambrian College.

The North Bay campus serves the District of Nipissing, which has a population of close to 70,000. Starting in 1967 in temporary facilities with 100 students and 10 faculty in eight programs, the college will move into a unique educational complex in September, where they will share facilities with Nipissing College of Laurentian University, North Bay Teacher's College and St. Joseph's School of Nursing. Cambrian is the administrative agent for property and plant.

North Bay also boasts the only community college residence facilities in the province thus far. Scheduled for occupancy in September, 1972, the 50 town houses with 300 student places are expected to ease the demand for adequate housing.

Dramatic growth has been experienced in the Continuing Education Division and more courses are being offered in French, the native language of 44 per cent of the people in the district. In the post-secondary division, a new program in helicopter engineering and helicopter pilot training is the only one offered in Canada on a college level.

The development of the Sault Ste. Marie campus differs from those of North Bay and Sudbury in that it was able to build upon the foundations of the Ontario Vocational Centre which had offered business, technician and apprenticeship training since 1965. This existing structure was incorporated into the new college.

The present campus reflects considerable expansion from

the original vocational centre. In December 1971, a new wing was opened providing much needed office and classroom space, along with a lecture theatre and art studio. As at North Bay, residence blocks planned as town houses are in the final design stage and will be ready for occupancy in the spring of 1973. Currently, some classrooms and laboratories are being shared by the Algoma Regional School of Nursing.

The geography of the region reinforces not only the forestry and technology programs but also the arts and crafts programs, associated as they are with the natural environment. The developing tourist industry is proving the need for the hotel and resort management program.

In 1967, the Sudbury Campus of Cambrian College opened its doors to some 250 students and 14 faculty in nine programs in technology, general business, library technology and social services. Rapid expansion, especially into the business and applied arts areas necessitated renting additional quarters in downtown Sudbury and erecting portables on campus. The student pressure on space has been alleviated with the official opening of the first stage of the permanent building in February 1972 on a high rocky 150-acre site in New Sudbury.

The Sudbury region encompasses a highly diversified ethnic mosaic as well as numerous Indian settlements. Efforts to reach these groups in particular are being made through the Continuing Education Division. The campus is also responding to the need for French language instruction especially for the graduates of the French language and bilingual high schools in the area.

Although the broad base of programs at the Sudbury Campus indicates a period of consolidation, program development is continuing in the areas of Early Childhood Education, process control, plant maintenance, land surveying and tourism.

Enrolment 1971-72

	1971-72
Full-time post-secondary programs	2,068
FTE of part-time	1,173.1
Manpower retraining—training days	206,843
TIBI—training days	14,443
MDP—training days	1,315
Apprenticeship—training days	24,220

¹Succeeded by W. N. Roman in October, 1972.

²The North Bay and Sault Ste. Marie campuses became separate colleges in the fall of 1972.

Centennial College of Applied Arts and Technology

Scarborough, Ontario

*Chairman, Board of Governors: J. E. Prudham
President: D. E. Light*

Centennial College was the first community college established in Ontario; it opened in October 1966 at 651 Warden Avenue. Since that time, Centennial College has developed a multiple campus operation at eight locations. The primary site, at the intersection of highways 401 and 48, is scheduled to open in 1973 and the new 200,000 square foot Ashtonbee campus will open September, 1972. Enrolment has increased from 550 full-time day students in 1966 to over 3,000 full-time students and over 6,000 part-time students currently registered.

Centennial College is involved in a wide spectrum of educational programs including adult retraining, full-time post-secondary, apprenticeship, training in business and industry, and part-time studies. Currently, Centennial College offers over 47 post-secondary programs in six divisions; Academic, Applied Arts, Business Administration, Engineering Technology, Transportation and Industrial Power Technology and Continuing Education.

In September 1972 Centennial introduced many new programs including: book publishing, hospitality administration and services, architectural technology, industrial X-ray lab technician, industrial chemistry lab technician, health group management, comptroller's assistant, and records management. A correctional workers program designed to provide personnel to work in the field of corrections begins in September 1972. This program is the first of its kind offered in Canada. The aircraft maintenance technician program, the only one of its type in Southern Ontario, will continue to be offered and a new program, aircraft ground handling maintenance technician, will be added.

It is a concern of the college that it should be intimately related to its community — Scarborough and East York. To provide this close relationship, the college has developed a multi-campus concept with integrated operations and has established advisory committees composed of a cross-section of people from the community.

Centennial College has many unique features. For example, a Plaza Campus was opened by Centennial College in September 1971, on a site in the mezzanine of the Thorncliffe Park Shopping Plaza. This educational facility has generated tremendous interest in the local community and has considerably increased the enrolment of East York residents. Another unique characteristic of Centennial College is its revised committee system, premised on the assumption that students and faculty should participate in the decision-making process.

The college offers a voluntary program of physical recrea-

tion activities that include intramural competition, intercollegiate competition and sports club activities. Employment counselling and placement services, financial aid and counseling is available through the Student Services Department. The Students' Council, elected each year, provides a full program of activities, functions and services.

Centennial College looks forward to the future with great anticipation. Its master plan was published in 1972. This five-year plan outlines the college's goals and aspirations and will be used as a framework for future academic and physical growth. Continued growth will enable Centennial College to provide increased educational opportunities for the community of Scarborough and East York.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,929
FTE of part-time	1,569.2
Manpower retraining—training days	59,340
TIBI—training days	15,368
MPD—training days	104
Apprenticeship—training days	92,927

Conestoga College of Applied Arts and Technology

Kitchener, Ontario

*Chairman, Board of Governors: W. E. Byers
President: James W. Church*

In five years, Conestoga College has grown from 188 students enrolled in 17 programs to the present complex of six centres strategically located in the four counties of Huron, Perth, Wellington and Waterloo.

The college intends to place one more centre in the northern portion of Wellington County, thus giving complete coverage to the region.

The four counties served by Conestoga College represent a large area for a college of this type, covering some 3,670 square miles with a population of 461,500 projected to reach 620,000 by 1980. The major population base is centered in the Kitchener, Waterloo, Galt, Guelph region comprising the south-eastern part of the four-county area.

Conestoga College's Board of Governors' first meeting was held on February 16, 1967, to formulate plans for a viable organization. J. W. Church accepted the presidency of the college on June 1 of that year and one month later, the Board of Governors was incorporated.

In October 1967 construction began on the Doon Centre site of 140 acres, located beside Highway 401 at Interchange 34. The first phase comprised a number of portable classrooms. However, the first classes had already commenced in rented facilities in nearby Preston High School.

Visions of Conestoga College became a reality on January 8, 1968, when the doors opened to 188 students participating in 17 programs, with a faculty of 25 eager to get the college established. On November 7, 1968, the then Minister of Education, the Honourable William G. Davis, officially opened the first permanent building housing the post-secondary students. Two months after the official opening, the college amalgamated with the Guelph and Galt Adult Education Centres, followed in August 1969 by the Stratford Adult Education Centre.

On May 9, 1969, the second academic year terminated and the first convocation for 67 graduates was held. Enrolment had increased to 1,204 post-secondary students when the third academic year commenced in September, 1969. Thirty programs were in progress and faculty had grown to 100 to facilitate the increase in students and programs. By this time, the college comprised some 226,600 square feet for a total dollar investment of \$6.7 million. As the year ended, one more Adult Education Centre, Waterloo Centre, was added to the college complex. The college had now acquired four other centres and was to open a fifth one at Seaforth ten months later in July, 1970.

Progress was made in the organizational structure during

1970 to permit each centre to operate on a semi-autonomous basis, and to allow a greater response to the specific educational needs of the community in which it was placed. The year 1971 ushered in much activity to strengthen and consolidate the organization and alleviate organizational problems caused by the preceding rapid growth. However, the college continued to expand its programs and facilities:

The Doon Centre added a new wood technology wing of 17,000 square feet. Preparations for a Life Sciences building were made for the centre in Guelph. The Galt Centre acquired, by lease, a complete school building and the college purchased a finished education centre in Clinton; thus closing the office in Seaforth in 1972 and operating the centre from its own facilities.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,307
FTE of part-time	237.2
Manpower retraining—training days	32,252.9
TIBI—training days	8,394
MDP—training days	1,378
Apprenticeship—training days	18,910

Confederation College of Applied Arts and Technology

Thunder Bay, Ontario

*Chairman, Board of Governors: Dr. C. M. Johnston
President: Air Vice Marshall D. A. R. Bradshaw*

As the community college for Northwestern Ontario, Confederation College of Applied Arts and Technology is involved in bringing educational opportunities throughout the Districts of Kenora and Patricia, Rainy River, and Thunder Bay, the largest territorial area in Ontario.

Within the limits of time and money, since its establishment in 1967, Confederation College has introduced some 25 full-time programs in applied arts, business, and technology. In addition, 18 options are available. Some programs provide for a two-year technician diploma or a three-year technologist diploma in the same field. When some 18 programs in Retraining are added, plus 67 Extension Division courses, a picture of the extent of career education and training available begins to take shape. The quality of programs and their validity is attested to by the high percentage of Confederation graduates obtaining jobs or going on to further education, and by the fact that many employers are coming back to the college for more graduates.

New building has kept pace with the college's steadily increasing enrolment. Phase I of the permanent campus (Shuniah Building), consisting of a fully-equipped resource centre, classrooms, labs, and lecture theatre, was completed in the spring of 1971. A cafeteria wing was officially opened in May 1972 and an administrative wing will be completed this summer.

In co-operation with Lakehead University and the Thunder Bay Public Library System, the college has for the first time this year expanded its library service to the whole community by making its specialized collections directly accessible.

The environment strived for is one in which the student feels his career goals are worthwhile and useful. It is an environment in which past performance is much less of a yardstick of future performance than present commitment; it is an environment in which considerable practical work, coupled with theory, is the mark of essential preparation for useful service to self and society.

Training in Business and Industry (TIBI) is another segment of educational activity at Confederation College. Programs are offered or scheduled to be offered in many centres of Northwestern Ontario. While an accurate count of the number of persons involved in these activities would be difficult to ascertain, it is estimated that approximately 200 persons are participating in these programs at present.

In short, Confederation College has dedicated itself to the proposition that its major concern is to serve the residents of

Northwestern Ontario by meeting the educational needs not provided by other organizations and institutions.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	831
FTE of part-time	235.6
Manpower retraining—training days	165,601
TIBI—training days	740
MDP—training days	600
Apprenticeship—training days	2,547

Durham College of Applied Arts and Technology Oshawa, Ontario

*Chairman, Board of Governors: E. R. S. McLaughlin
President: Dr. G. E. Willey*

The new Durham College permanent building opened officially on September 20, 1971. The modern, three-storey structure not only affords much greater teaching capacity, with more than 47 classrooms and seminar rooms; it also offers students greatly increased "hands-on" laboratory facilities in all three divisions of applied arts, business and technology.

Durham is a new and growing college. From an initial enrolment of 203 full-time students in 1967, the college is now providing educational opportunities for 635 full-time post-secondary students and in its continuing education program had a total of 2,100 student subjects. Also during 1971, within the Retraining Division, there were 300 full-time retraining students, and a total of 462 students enrolled in Training in Business and Industry (TIBI) programs.

The Board of Governors was founded in October 1966 and the educational enterprise was organized and built from zero assets in less than 12 months. As a start, the Board of Governors rented two rooms in a vacant house on the Oshawa General Hospital grounds. For temporary college facilities, portable classrooms were erected and in use by September 1967.

In the second year of operation, a modular pre-engineered building was erected, and in addition to technical and business courses, the college began offering courses in applied arts.

In the third year, the size of the pre-engineered building was doubled, and the Retraining programs, formerly offered by the board of education, were added to the responsibilities of the college.

The same facilities were utilized during the college's fourth year of operation, while the new permanent building was constructed to accommodate up to 1,500 students. This new building is now used for Durham's post-secondary and extension programs, while the pre-engineered building is utilized by the Retraining Division and by academic classes for student nurses. The standard portables have been sold, and the larger ones are being used for student facilities.

During 1971-72, in collaboration with General Motors and the United Automobile Workers, the college inaugurated a plastics moulding course, which was offered on a shift basis to more than 220 students. Other unique courses offered at Durham include air transport technology, and sports and entertainment administration, an Applied Arts Division course beginning in fall, 1972.

Much progress has been made in gaining the confidence of the community, and there will be increasing emphasis in this

area with the recent appointment of a Community Services Co-ordinator.

The economic pragmatism of Durham's Board of Governors is paying off as graduates prove their worth by finding good acceptance from employers. Approximately 80 per cent of last year's graduates found work in career-related jobs.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	600
FTE of part-time	237.9
Manpower retraining—training days	63,576
TIBI—training days	6,443
MDP—training days	864
Apprenticeship—training days	•

Fanshawe College of Applied Arts and Technology

London, Ontario

*Chairman, Board of Governors: Mrs. J. M. Watson
President: J. A. Colvin*

Fanshawe College serves the four counties of Middlesex, Elgin, Oxford and Norfolk. Within this area, the college provides post-secondary educational opportunities and relates closely to the needs and desires of the community.

The Fanshawe College main campus is located on a 15-acre site in the north-east section of London. In addition to the main campus, Fanshawe maintains branches in Woodstock and Simcoe which offer full-time and part-time courses. Continuing education programs are offered in London and in 13 other locations where local schools and other existing community facilities are used. The college is also responsible for the retraining program at locations in London and St. Thomas.

Fanshawe enrolled its first students in September, 1969. From an initial registration of 800 full-time students, enrollment has grown to 2,500 full-time students in 1971. In addition, there are 10,000 registered in the continuing education programs and 1,500 students in the retraining programs.

Community Services offers community-oriented programs throughout the year. The programs are scheduled for the convenience of the community, both during and after normal working hours, and credit, special interest and co-operative courses are offered. The regular Fanshawe College diplomas, as issued to full-time day students, can be obtained through the Community Services continuing education program. In addition, Community Services is responsible for the administration of the retraining program.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	2,529
FTE of part-time	1,032.7
Manpower retraining—training days	218,834
TIBI—training days	6,281
MDP—training days	1,211
Apprenticeship—training days	43,810

The George Brown College of Applied Arts and Technology

Toronto, Ontario

*Chairman, Board of Governors: G. Gore
President: C. C. Lloyd*

In 1967 the Provincial Institute of Trades and the Provincial Institute of Trades and Occupations became a part of Area 19 in the newly created structure of Colleges of Applied Arts and Technology. An Order-in-Council was approved on November 23, 1967, recommending that the names of these institutions be changed to The George Brown College of Applied Arts and Technology.

On March 1, 1968, George Brown College was officially named and was comprised of the former Provincial Institute of Trades and the Provincial Institute of Trades and Occupations. In October, 1968, Clifford Cooper Lloyd, the former Principal of The Provincial Institute of Trades and Occupations, was named President of the college.

Since the beginning, space has been a major problem for the college. In the fall of 1968 six floors of the old Eaton's building on Teraulay Street were renovated and courses such as electronics, drafting, masonry and plastering were moved from Nassau Street to the newly established Teraulay Campus.

At the same time, negotiations were proceeding between the college Board of Governors and the Toronto Board of Education to transfer the responsibility for the three Adult Education Centres and the Counselling Centre from the Toronto Board to the college.

The format for such transfer was finally agreed upon and on September 1, 1969, George Brown College absorbed the centres, thus creating a seven-campus college with a full-time student population in excess of 7,000.

The number of campuses within the college was reduced to six in December, 1969, when the Jones Avenue Adult Education Centre became a part of the Teraulay Campus.

The year following amalgamation was one of consolidation. The problems inherent in a situation where the full-time student population was trebled overnight were very much in evidence in the period following September 1, 1969. Economical use of space and staff was of paramount importance and was given priority over other problems. Four campuses operated on a two-shift system and many weekends were also committed to provide training for students enrolled in the college.

During the year 1971 some 33,000 full-time and part-time students received instruction at George Brown College. This included some 6,000 employed students who were given courses under the Training in Business and Industry Division. It was a year of development of new courses and new approach-

es to training in keeping with the philosophy of the College – "Training for Employment".

The concept of adding a third semester each year was introduced in 1971, making it possible to graduate a technologist in two years. This means a saving of a year for the student, and a reduced cost for both student and the tax-payer.

It was in 1971 that the College's first major building project began – the architecture award-winning Casa Loma Campus, scheduled for completion in 1972 and planned to house the major portion of the college's technologies.

It was also in 1971 that the college acquired property in the historic York section of Toronto which would provide room for all business and commerce courses, plus the printing and electronic technologies. This building will be ready for occupancy in September, 1973.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,155
FTE of part-time	1,264.1
Manpower retraining—training days	997,457
TIBI—training days	42,677
MDP—training days	•
Apprenticeship—training days	140,628

Georgian College of Applied Arts and Technology

Barrie, Ontario

*Chairman, Board of Governors: G. R. McCague
President: R. P. Crawford*

Georgian College serves the Georgian Bay Region, an 11,000 square mile area comprising five counties and two districts.

Five college operations presently exist: the main campus in Barrie; a second facility in the Barrie Shopping Plaza and campuses in Orillia, Owen Sound and Penetanguishene. At Penetanguishene, the college operates the only Optical Lens Making School in Ontario. Two Education Information Centres are also in operation. One is located on Bayfield Street in downtown Barrie and the second is on Mississauga Street in downtown Orillia. Each centre serves as a source of information on all college programs offered at the day campus as well as through extension and retraining facilities located throughout Area 15. Some courses are held at each location and both centres are used to hold seminars and meetings with representatives of secondary schools and members of the general public.

In addition to 692 full-time day students registered at the Main Campus during the 1971-72 academic year, there will be about 8,000 students enrolled in extension, retraining and upgrading courses, operating in 35 locations.

Georgian College presently offers 27 programs at the main campus in applied arts, business and technology. However, considering the characteristics of the region, and the factors essential to its economic development, the college places emphasis on three activities in its academic programs — tourism, resources management and the service industry.

Tourism forms a large segment of the general service industry, and the college operates a two-year resort operation program, as well as a wide variety of part-time programs to assist hospitality organizations.

Resources Management is also of prime importance, especially from the standpoint of general environmental control, land and water use planning, conservation, regional planning, and the exploitation of mineral deposits. In addition to its regular full-time Resources Technology program, the college also conducts part-time programs and seminars for people involved in the management of resources.

Many of the programs offered in the Business and Applied Arts Divisions generally reflect the importance of the service industry, and it is probable there will be an increasing need for trained people at the supervisory level.

Because of the continuing expansion of the Metropolitan Toronto district, Georgian College is becoming a cultural centre for activities in the area, through varied course offerings and special facilities. A Summer School of the Arts has been operated by the college for the past two years, and this year

Summer School programs will be offered in 13 communities.

Georgian College offers courses tailored to the career needs of students from the region, and the college offerings are generally designed to prepare these students for roles in the regional economy. Future plans, therefore, depend on realistic appraisals of the economic development of the Georgian Bay Region.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	642
FTE of part-time	482.9
Manpower retraining—training days	154,011
TIBI—training days	20,135
MDP—training days	2,233
Apprenticeship—training days	•

Humber College of Applied Arts and Technology

Rexdale, Ontario

*Chairman, Board of Governors: S. L. Britton
President: Gordon Wragg*

The year 1971-72 was a year of dynamic growth and innovative change in education, during which community involvement reached a record of more than 27,000 full-time and part-time students. The scope of educational opportunities broadened to include more than 95 career programs and some 600 special interest and skill part-time studies.

Humber's post-secondary division, Applied Arts, Business, Creative and Communication Arts, Health Sciences, Human Studies and Technology provided many career programs unique in the province of Ontario. Developed on a solid base of some 65 successful career areas, the college introduced new programs in retail floriculture, child care, pharmacy, nursing, furniture design, industrial management, industrial safety, technical sales, manufacturing engineering, medical equipment maintenance and refrigeration and air conditioning sales. Enrolment increased to more than 3,000 full-time students.

Most of the post-secondary body at Humber originates in the boroughs of Etobicoke and York, and many full-time post-secondary students in 1971-72 came to the college from surrounding boroughs in Metro Toronto and all 10 Canadian provinces. The college also had students from Hong Kong, India, Czechoslovakia, Germany and the West Indies.

Humber's placement service statistics confirmed the sound career planning of college graduates. The job market in 71/72 witnessed college graduates faring better than university graduates with general degrees. For example, about 90 per cent of those seeking work from the college's 1971 Business graduating class reported full-time jobs by the end of the year. Previously, an official study by the college's placement service in August, showed that seven of every 10 college graduates seeking work had been placed within two months of June graduation.

The college's Retraining and Apprenticeship Division (RANDA), formerly known as the Manpower and Retraining Division, is primarily responsible for the college's academic upgrading courses from elementary to college preparatory; commercial training for clerks, typists and stenops; special programs for employees of private and public industries; English as a second language for new Canadians, and a wide variety of apprenticeship and technical programs for sheetmetal workers, plumbers, steamfitters, draftsmen, carpetlayers, machinists, welders and other skilled tradesmen.

By May, 1972, Humber's three-year-old Training in Business and Industry Division was the largest at any Ontario community college, providing training for better than 21,000

commercial and industrial employees both on and off campus. The Division is divided into a Management Development Department with courses aimed at senior and middle management and supervisory personnel, and a Skills Development Department with courses for blue-and-white-collar workers. Approximately 80 per cent are specially designed with the needs of a particular industry or company in mind.

Meeting the needs of adult continuing education in the community is the focus of efforts by the Continuing Education Division. Some 250 day and evening courses form the base of services provided to more than 5,000 residents, with a unique Centre for Women and innovative Storefront Humber providing special education programs in co-operation and consultation with community agencies and groups. Part-time credit and special interest courses cover everything from business management, computers, creative arts, family studies, humanities, industrial engineering and commercial studies to foreign languages, cooking, fashion, sports, music, teaching and personal budgeting.

To provide facilities for the people and programs of Humber College, the multi-stage construction plan reached the end of Phase 3, as the new Technology Centre and the Applied Arts buildings were completed at the North Campus. Facilities at the Keelesdale, Queensway and South Campuses were updated and expanded to provide additional teaching and study areas and better library services to students.

Enrolment 1971-1972

	1971-71
Full-time post-secondary programs	2,956
FTE of part-time	636.8
Manpower retraining—training days	280,126
TIBI—training days	95,028
MDP—training days	7,682
Apprenticeship—training days	30,495

Lambton College of Applied Arts and Technology

Sarnia, Ontario

*Chairman, Board of Governors: B. A. Logan
President: G. M. Delgross*

On November 15, 1966, Lambton College opened its doors for 41 students in temporary quarters at Blue Water Campus in the heart of Sarnia's Chemical Valley.

During a period of early growth, the college continued to occupy buildings at Blue Water, adding several portables and a second campus, Russell Street, near the heart of the city.

The two separate campuses continued in operation until January 1971 when Lambton College moved into the first permanent building of its new site on Modeland Road. The new campus was officially opened in March 1971 by Governor General Roland Michener.

In the new building were the Schools of Business, Liberal and Applied Arts, Technology and Continuing Education. The Retraining Division remains on the Blue Water Campus.

An Early Childhood Education Lab School was added in 1971-72 adjacent to the new campus.

Modular Day Release Programs have increased in importance. Industry in 1969 began releasing certain employees during working hours so they could upgrade themselves through college education. On company time and expense, 15 persons from two industries took part the first year. During the 1971-72 academic year, about 150 employees from six companies were involved in 650 hours of training. Registration was completed in March for a new Modular Day Release course in electrical fundamentals, designed to upgrade 15 employees of a local firm.

For the first time, during the winter semester, Lambton College began conducting classes *at the plants* for sub-management level personnel.

Early in 1972, the Ministry of Colleges and Universities approved a proposed building program and construction was started on a new 106,000-square-foot addition to the campus. The \$3.1 million structure will house offices of the administration, the Schools of Business, Liberal and Applied Arts, a student centre, gymnasium and cafeteria. When the addition is completed in April, 1973, the Retraining Division will move to the new campus, thus completing integration of all college divisions.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	519
FTE of part-time	413.3
Manpower retraining—training days	62,459
TIBI—training days	2,748
MDP—training days	•
Apprenticeship—training days	•

Loyalist College of Applied Arts and Technology

Belleville, Ontario

*Chairman, Board of Governors: John Donelan
President: Herbert Young*

Loyalist was established at Belleville in 1967, as one of two campus locations of Sir Sandford Fleming – Loyalist College of Applied Arts and Technology. They were designated to serve Area 3, one of 19 areas into which the province was divided under the legislation by which Ontario's new system of colleges of applied arts and technology was created.

From the beginning, it was evident that the size of the area was such that consideration should be given to establishing two separate colleges. There was no previous basis of a community of interest in a region extending from Haliburton and Lindsay in Victoria County on the north-west, to Prince Edward and Lennox and Addington Counties on the south-east. Two natural focal points of the region were the Belleville-Trenton area adjacent to Prince Edward County in the southern area, and Lindsay-Peterborough, the major population centre of the north-westerly part of the region.

Initially, a joint Board of Governors was appointed for the two campus locations – Loyalist in Belleville, servicing the Quinte Area, and Sir Sandford Fleming in Peterborough – with each campus being operated administratively as an independent institution by a President and a Committee of the Joint Board. Each college became a separate institution of higher learning in May 1968, with the passage of Orders-in-Council to serve the four-county Quinte area. This area comprises: Lennox and Addington, Hastings and Prince Edward counties and that part of Northumberland County other than the Townships of Hamilton, South Monaghan and the Town of Cobourg.

J. K. Bradford was President from June 1, 1967 until September 1970. Herbert Young took office on September 1, 1970.

Three years ago, the college accepted administrative responsibility for an apprenticeship program in automotive trades as well as the operation of the local Manpower Retraining Program which is now the Retraining Division of the college.

Adult and continuing education is considered an important responsibility of the college. In addition to providing an opportunity for evening study whereby mature students are able to add to their educational qualifications while they are regularly employed, the programs offered by the Extension Division have another significance: In many instances they are parallel to those offered in the day program. Thus, credits can be acquired toward an eventual two or three-year diploma in applied arts or technology.

When the college first opened its doors, it offered ten basic programs. By September 1971, some 30 programs were offer-

ed. While the range and number of programs are not expected to expand greatly in the immediate future, the size of the student body is. Three new programs of considerable popularity have recently been authorized: a training course for counsellors of the mentally retarded; a program for training nursing assistants; and a concentrated trimester program for accounting, business administration and certain technical students.

Enrolment 1971-72

	1971-72
Full-time post-secondary programs	603
FTE of part-time	542.2
Manpower retraining—training days	118,793
TIBI—training days	5,475
MDP—training days	1,863
Apprenticeship—training days	7,436

Mohawk College of Applied Arts and Technology

Hamilton, Ontario

*Chairman, Board of Governors: Hewitt L. Waterous
President: Sam Mitminger*

Mohawk College had its earliest origins in the development of full-time classes at the Provincial Institute of Textiles, in Hamilton, in 1947. Ten years later, the Institute became the Hamilton Institute of Technology and other programs in technology were added to the calendar.

Mohawk College of Applied Arts and Technology was actually established in 1966, and His Honour Judge W. K. Warrender was elected as the first Chairman of the Board. At the first meeting of the Board, in October 1966, J. W. Hazelton, then principal of the Hamilton Institute of Technology, was appointed president. H.I.T. was formally incorporated into Mohawk College in 1967, with programs in business, applied arts and technology offered to post-secondary students.

Initially the student body of the college was small: 689 men and two women received instruction from 40 faculty members. But pride in the newly formed college was evident when the H.I.T. graduating class of '67 exercised their option to graduate as students of Mohawk College. When the college opened for the academic year in September 1968, the student body had grown to 1,900 and the faculty numbered 150. The first group of students moved into a completed section of the massive Fennell Campus under construction on Hamilton's mountain. Other classes were offered at the Wentworth Campus (the former H.I.T. building) and in leased facilities in the city. The Fennell Campus was completed in 1969 and brought Mohawk into the first rank of the 20 colleges of applied arts and technology in Ontario.

Further developments that year brought a dramatic rise in student population. Following guidelines set by the Department of Education, the college became responsible for administration and operation of manpower retraining programs in Brantford. To avoid congestion in that city's high schools, the 69,000 square-foot, single-storey, Braneida campus was completed for the college in Brantford late in 1969. The following year, Mohawk accepted responsibility for manpower retraining programs in Hamilton and the newly constructed 106,000 square-foot Saltfleet campus went into operation to serve retraining students from Hamilton, Stoney Creek and Grimsby areas. Both the Braneida and Saltfleet campuses also provide certain post-secondary programs and courses in continuing education.

The year 1971 saw a change of leadership for Mohawk College. The college bade farewell to President Hazelton who had accepted an appointment with the Department of Education's Applied Arts and Technology Branch, now part of the

Ministry of Colleges and Universities. He was succeeded by Sam Mitminger, then Dean of Technology, and the former Vice-Principal of the Hamilton Institute of Technology.

The first addition to the college's Fennell Campus, which now comprises nearly 500,000 square-feet on its 66-acre site, was completed in 1971. After the 1971 Christmas vacation, classes were phased into Haldimand Hall, a large single-storey wing which houses radio and television studios for communication arts students; a nursery school which serves as a laboratory for early childhood education, recreation leadership and social services students; an ultra-modern audio-visual resource centre, music and seminar rooms and other up-to-date learning facilities. The year also marked the advent of the Health Sciences Division of the college with physiotherapy the first health science program to be offered in what is expected to become an expanding academic sector of the college.

In addition to its expanding role in post-secondary and continuing education, the college has developed as a centre for social, cultural and athletic activities for citizens in the area.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	2,514
FTE of part-time	1,013.9
Manpower retraining—training days	276,286
TIBI—training days	676.7
MDP—training days	1,637
Apprenticeship—training days	37,522

Niagara College of Applied Arts and Technology

Welland, Ontario

*Chairman, Board of Governors: Dr. D. H. MacDonald
President: A. S. Manera*

When the doors of Niagara College opened to its first class in September 1967, the college was located on an 84-acre site at the northwestern limits of the City of Welland. Additional land procurement in February 1968 and November 1969 has increased the size of the main campus to about 100 acres.

Niagara College offers post-secondary courses and programs through the Schools of Applied Arts and Health Sciences, Business, Community Education and Technology. In addition, on July 1, 1968, Niagara College became responsible for the operations carried on at the Adult Learning Centres in Niagara Falls, St. Catharines, and Welland. The programs offered at the centres were developed under the auspices of the Ontario Manpower Retraining Program but now are carried on by the School of Retraining, Niagara College.

In keeping with Niagara College's belief that education is individual human change, the admission policy is non-exclusive towards all adults. Niagara College enjoys great flexibility in meeting educational needs of all those who wish to acquire new knowledge and skills or review ancient wisdom. In mounting numbers, people are returning to college at various points in their lives: older people whose skills are becoming obsolete; the high school graduate who wishes to proceed to advanced education; the under-employed; the mother and father who wish to know more about the new world in which their children are growing up; business men, industrialists, labour and professional persons; college and university graduates. The non-exclusive admission policy helps ensure that as few citizens as possible are left behind.

During 1971, the college continued to grow to meet the needs of more and more residents of the Peninsula. An optional third year was added to three programs offered through the School of Applied Arts and Health Sciences. Among the new post-secondary programs offered were human relations, fashion arts, refrigeration and air conditioning technician and the one-year secretarial programs, stenographic and procedural.

More courses were offered as well to those attending on a part-time basis to continue their education. Some were able to attend on a day-release arrangement with their employers while others took advantage of evening offerings in Welland, St. Catharines, Niagara Falls, Dunnville and Fort Erie.

Enrolment 1971-72

	1971-72
Full-time post-secondary programs	1,561
FTE of part-time	579.9
Manpower retraining - training days	149,788
TIBI - training days	8,203
MDP - training days	345
Apprenticeship - training days	32

Northern College of Applied Arts and Technology

Timmins, Ontario

*Chairman, Board of Governors: J. A. Cousineau
President: J. H. Drysdale*

Northern College is one of the smallest of the 20 community colleges in the province, but has one of the largest areas to serve. The Districts of Temiskaming and Cochrane account for approximately 58,000 square miles of Northern College's administrative area. When the Retraining Division merged with the college, the area of responsibility increased to approximately 250,000 square miles, extending from Latchford in the southern end of Temiskaming District to the Indian settlement of Winisk on the coast of Hudson Bay.

Northern College offers programs at three campuses, which are situated in Haileybury (School of Mines), Kirkland Lake and Porcupine. The Haileybury School of Mines specializes in a broad curriculum of mining technology and industrial instrumentation.

The Kirkland Lake Campus offers three-year programs in business administration, chemical, electronic/electrical, civil, welding, mechanical and computer science technologies. In 1972, this campus will be offering as new programs, two-year business administration and electronic technician.

The Porcupine Campus offers business programs in business administration, accounting, data processing, secretarial science, business machines and bookkeeping, and legal and medical secretary. In the field of technology, Porcupine offers programs in surveying, electrical/electronic, architectural drafting. A new concept of education was introduced in 1971 with the introduction of an electrical co-op program. This new concept involves the student with alternating periods of 16 weeks of classroom theory and 16 weeks of paid practical working experience in area industries or businesses. An Applied Arts Division offers programs in social services and educational resources technician studies.

From its beginning in 1967 when instruction was offered to approximately 1,700 post-secondary and extension students, Northern College surpassed the 3,500 student mark during 1971, when it offered 160 courses of study.

A milestone for Northern college was reached in 1971 when a contract was signed between the Canadian International Development Agency and the college, with advice from the staff of the Haileybury School of Mines, to provide academic and administrative assistance to the Tarkwa School of Mines in Ghana, Africa.

The college works closely with the District Schools of Nursing in both Kirkland Lake and Timmins and presently offers the Registered Nursing Assistant Program. The Timmins

District School of Nursing will occupy facilities on the new campus being built in South Porcupine.

The college has recently received approval to broaden its food services program into a hospitality administration and food services program, commencing in September 1972.

The college continues to explore ways to meet community needs. Programs of training for adult Indians have been provided in the settlements on the west coast of James Bay. Since the community plays an important part in the development of these programs, the college is considering the special needs of women, older people in the community, low income families and the ethnic groups in the area. By taking the initiative in helping the community to understand what its learning requirements are, the college will truly function as a community college.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	750
FTE of part-time	110.6
Manpower retraining—training days	82,836
TIBI—training days	6,930
MDP—training days	866
Apprenticeship—training days	120

St. Clair College of Applied Arts and Technology

Windsor, Ontario

*Chairman, Board of Governors: Dr. H. D. McCurdy
President: Dr. R. C. Quittenton*

Windsor's St. Clair College of Applied Arts and Technology grew out of the Western Ontario Institute of Technology which was launched in 1958 with only 140 students. By 1964, the success of WOIT proved the need for expansion in technology. At the same time it became evident that an Ontario Vocational Centre (OVC) was needed in the Windsor area. Land was purchased in south Windsor to accommodate both projects.

An amendment to The Department of Education Act the following year initiated the province-wide community college system. During the summer, the Board of Governors of the new St. Clair College chose the south Windsor site as best suited to serve the needs of Essex and Kent counties. The college was to be occupation-oriented and designed to meet the needs of the local community. By 1968, 120 acres had been acquired for future development.

Incorporated into the college were the Technology and Business courses from WOIT.

As the college expanded, other programs were started. Food processing has been included in the School of Technology to accommodate the canning industry in the area.

The School of Technical Arts and Trades specializes in aspects of the automotive industry and also offers apprenticeship programs based upon the proposed OVC of 1964.

New programs added include those in the Schools of Applied Arts, Health Sciences and Manpower Retraining. The Retraining School is incorporated on the main campus along with the post-secondary programs. Continuing Education also offers night courses for the working person in the community.

Six new courses will be offered next term including a Nursing Assistant Program in co-ordination with I.O.D.E. Hospital, Windsor and Leamington District Memorial Hospital.

St. Clair College also operates the satellite Thames Campus in Chatham where about 70 students were enrolled last year. Twin Valleys near Wardsville is offering, in association with St. Clair, a work and training experience in life, living and education.

The first phase of the new College Centre now under construction on the main campus will provide a 1,200-student capacity cafeteria, along with lecture halls and classrooms, for the next term.

The St. Clair College propane-powered car finished second in total emissions and forth in overall performance as the only Canadian community college entrant in the 1970 Clean Air Car Race from Boston to Los Angeles.

St. Clair boasts one of the best Student Athletic Associa-

tion programs in the province with 70 per cent of the student body participating in some form of intramural activity.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,920
FTE of part-time	620.8
Manpower retraining—training days	208,864
TIBI—training days	3,756
MDP—training days	63
Apprenticeship—training days	22,321

St. Lawrence College of Applied Arts and Technology Kingston, Brockville, Cornwall, Ontario

*Chairman, Board of Governors: J. E. Henderson
President: W. W. Cruden*

The academic year 1971-72 was St. Lawrence College's fifth year of operations. Although there were a number of internal organization changes and some consequent staff restructuring, in general the year was one of consolidation after five years of rapid expansion. This was particularly true with regard to full-time academic offerings where only one new program was undertaken and most of the other 33 programs and options were refined. Continuing education offerings grew in response to community needs, to the extent that part-time enrolment was more than triple that for full-time programs on a college-wide basis.

Founded in 1967, with a campus in Kingston and one in Cornwall, St. Lawrence became a complete tri-campus operation with the opening of permanent facilities in Brockville in 1970. The three campuses serve an area of 4,236 square-miles along the St. Lawrence River from Lake Ontario in the west, to the Quebec border in the east. The six counties in the area have a total population of some 265,000. In answer to community requirements, the college offers programs in post-secondary education, part-time continuing education, adult retraining and apprentice training.

On January 1, 1971, W. W. Cruden, formerly principal of the college's Kingston campus, assumed the office of the presidency. He succeeded Robert C. Short, founding president of the college.

Since shortly after its establishment, the college has grown on a decentralized basis with an administrative headquarters in Kingston, and college-wide administrative, academic and personnel policies, but maintaining a certain degree of independence on its several campuses in order to respond effectively to local community needs. This has proven essential in carrying out continuing education programs, and has been particularly effective in co-operative dealings with local governments and organizations, hospital nursing and paramedical schools and Queen's University in Kingston. It is also a key element in the operation of community service programs, and the offering of campus facilities to local citizens and groups.

Under the college building program, geared to provide facilities in response to actual need, two additions were completed in time for the 1971 fall registration: Glengarry Hall, as a four-storey addition to the Kingston campus, and an added structure to the Brockville facility which almost doubled the available space on that campus.

In academic affairs, a major innovation in 1971-72 was the

careful study and subsequent adoption of an honours, pass, fail grading system, to be utilized under a comprehensive student evaluation policy beginning in September, 1972. The decision for this new approach was taken by the college's academic committee, a tri-campus senate composed of ex-officio and elected representatives of administration, faculty and students.

As a career-oriented institution, St. Lawrence has been particularly proud of its graduate placement record, which exceeded 90 per cent in 1971. It is encouraging to note that this figure appears approachable for the 1972 graduating class as well.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,861
FTE of part-time	1,076.3
Manpower retraining—training days	197,573
TIBI—training days	2,900
MDP—training days	318
Apprenticeship—training days	10,299

Seneca College of Applied Arts and Technology

Toronto, Ontario

*Chairman, Board of Governors: N. Garriock
President: W. T. Newnham*

Seneca College opened its doors for the first time in September 1967, constituted as the community college to serve all of North York and York Region. The initial site, at Sheppard and Yonge in Willowdale, soon outgrew its physical capacity. Accordingly, the 62-acre Finch Campus was developed at Finch and Woodbine.

By the fall of 1969, enrolment had exceeded 2,200, with over 1,200 qualified applicants having to be turned away. Continuing education enrolment was up to 2,300 and the number of students receiving full-time adult occupational training reached 400. The cumulative number of students in the Business and Industry Program had reached 3,000 six months after its inception.

Now in its fifth year, Seneca College continues to grow as it seeks to meet the needs of its particular community. The Sheppard Campus operates at full capacity, with the main emphases upon occupational training and business and industrial training.

At the Finch Campus, Phases I and II of the building program have been completed and Phase III is scheduled to open in September, 1972. Seneca's role as a community participant and leader is reflected in the programming and availability of the Minkler Auditorium, the ice arena and triple gymnasium and in academic and special interest programs such as Mobile Learning and Summer at Seneca.

An outstanding event of 1971 was the acquisition of the beautiful Eaton estate in the Region of York. Now known as the King Campus, it will offer, beginning in the fall of 1972, a wide range of diploma courses, coupled with a unique pattern of campus involvement.

Another major geographical area within Seneca College's jurisdiction is that district which lies west of Yonge Street and south of Steeles Avenue. Of the nearly 700,000 people in the entire college area, 300,000 live in the district mentioned. A program of community research is currently in process to determine Seneca College's responsibilities in this area.

Simply stated, the philosophy of Seneca College is to provide a climate for learning such that those who have studied here will be better accepted and respected for what they are as human beings and for what they can do as productive members of society. If education is to help prepare one for life and living, it must encompass both the academic and the vocational, both the cultural and the practical, both the personal and the altruistic. It is a mix which is working at Seneca College.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	2,714
FTE of part-time	988
Manpower retraining—training days	171,433
TIBI—training days	69,953
MDP—training days	813
Apprenticeship—training days	•

Sheridan College of Applied Arts and Technology

Brampton, Ontario

*Chairman, Board of Governors: Dr. J. A. M. Bell
President: J. M. Porter*

Opening modestly in 1967 in the converted Brampton High School, Sheridan enrolled 380 students in 14 programs. The six-fold growth in the ensuing four years has kept pace not only with the growth in population and community needs in the "home" counties of Peel and Halton, but also with special career desires of students from other parts of Ontario. Fifty-five per cent of Sheridan's full-time students come from beyond the borders of Peel and Halton. Reasons for this significant outreach include Sheridan's location midway between Toronto and Hamilton, and several unique fields of study, such as those available at the School of Design and the School of Visual Arts.

Sheridan College now operates out of six campuses — three (Brampton, Oakville and Mississauga) serving full-time day students, and three (Milton, Malton and Oakville South) serving commerce and industry students. The Continuing Education Division offers credit and interest courses at all campuses throughout the year.

Sheridan's School of Visual Arts (Oakville) began with 60 students in 1967. It is now the second largest art college in the province, with one third of the college's students enrolled in its varied programs.

The School of Design (Mississauga) was set up in 1967 with the backing of the Ontario Craft Foundation, to fill a provincial need for designer-craftsmen and technicians in studios and industry. It is the only such school in Ontario, enrolling 160 students in five design areas — ceramics, glass-blowing, metal and jewelry, furniture, fabrics.

Other major divisions are Technology (Brampton), Business and Secretarial Studies (Brampton and Oakville), Computer Studies (Oakville), Applied and Liberal Studies (Brampton and Oakville), Communications (Oakville), English and Media Studies (Brampton and Oakville).

From 1967 to 1970 Sheridan's full-time courses were given entirely on the Brampton campus. Rented church quarters and a fleet of portables augmented the accommodation until the first building on the 101-acre Oakville site was ready. In March 1970, the School of Visual Arts moved to Oakville. By September 1970, part of the administration building was ready. By September 1971, that principal building was completed, including the cafeteria and other student facilities, and distinctive areas for business, media and some applied arts studies. With four-fifths of the full-time student body now at Oakville, Brampton campus population stabilized this year at 470. The third major building on the Oakville campus, to accommodate the burgeoning School of Applied and Liberal Studies, will open in September 1972.

The philosophy of education that underlies Sheridan's physical development was detailed in the College's *Five-Year Report* presented to the Council of Regents in December. Fundamental points are that in each program of studies, the student be exposed to a concentration of highly related subjects pertinent to his major field of study, and that, where possible, those subjects be introduced immediately, and not be taught only theoretically. Further, it is emphasized that all students be given the opportunity to become "well-rounded" citizens as well as highly qualified vocationally-oriented specialists. Thus English/Communications and Liberal Studies are generally a significant part of each program.

An increasingly vital part of Sheridan's role involves adults in the community interested in continuing education on a part-time basis. Extension programs were not begun until September 1968. During the academic year 1971-72 some 7,000 adults took continuing education evening courses. In September 1972, the Continuing Education Division will provide for those who wish to fit into regular daytime credit courses as part-time students.

The Commerce and Industry Division works closely with federal Manpower offices, and has established good rapport between the college and the community's industry and skilled labourers. As well as training on campus (for instance, at the Milton Heavy Equipment School), the division provides in-plant training and academic upgrading programs.

An important step taken by the Board of Governors last March was the acquisition of a 100-acre property for a new Brampton campus at the south-west boundary of the town. This will primarily serve the Brampton-Bramalea-Mississauga constituency, estimated to have a population in excess of a million by 1990. The first building on the new site is expected to open in September 1974.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	2,131
FTE of part-time	636.6
Manpower retraining—training days	52,299
TIBI—training days	79,249
MDP—training days	1,257
Apprenticeship—training days	•

Sir Sandford Fleming College of Applied Arts and Technology

Peterborough, Cobourg, Lindsay, Haliburton, Ontario

*Chairman, Board of Governors: R. J. Curry
President: David B. Sutherland*

In November, 1966, a Board of Governors was set up to establish a college serving the seven counties in East Central Ontario. It became apparent, however, that the region could be served more efficiently by two colleges centred in Peterborough and Belleville. Accordingly, a separate western college area, comprising Haliburton, Victoria, Peterborough and Western Northumberland Counties, was established. The inaugural meeting of the new and separate Board of Governors was held August 15, 1967. David B. Sutherland was appointed first president of the college.

Classes began in September, 1967, in a century-old knitting mill on McDonnel Street in Peterborough, and in a former boarding school in Lindsay. Dedication ceremonies were held January 7, 1968, on the 141st anniversary of the birth of the college's namesake, Sir Sandford Fleming, who is best known as the originator of standard time and the surveyor for many of Canada's major railroads.

Since March 1, 1971, about one-third of the Peterborough day students have been occupying the first phase of a permanent Peterborough campus located on Brealey Drive, at the south-west corner of the city. The second phase, which will house an additional 1,200 students, is expected to be completed by the end of 1972. Plans also are under way for a permanent campus in Lindsay to house the Natural Resources Division, and the college administers summer and fall programs of the Haliburton School of Fine Arts through an office in Haliburton Village. The first year of many post-secondary programs, and some Manpower Retraining programs, are being offered at a satellite campus in Cobourg established in 1971.

Student enrolment at the college has developed as follows:

	1967-68	1968-69	1970-71
Full-time	380		1,168
Part-time	5		25
Extension	500		1,600 (est.)
Manpower referrals		350	1,400 (est.)
Apprenticeship		100	100 (est.)

The Ontario Manpower Retraining Program in Peterborough was incorporated as part of the college on July 1, 1968, and a new Retraining Centre was completed at the McDonnel Street Site in the spring of 1969.

Enrolment 1971-1972

	1971-72
Full-time post-secondary programs	1,391
FTE of part-time	442.9
Manpower retraining—training days	99,975
TIBI—training days	5,105
MDP—training days	147
Apprenticeship—training days	4,290

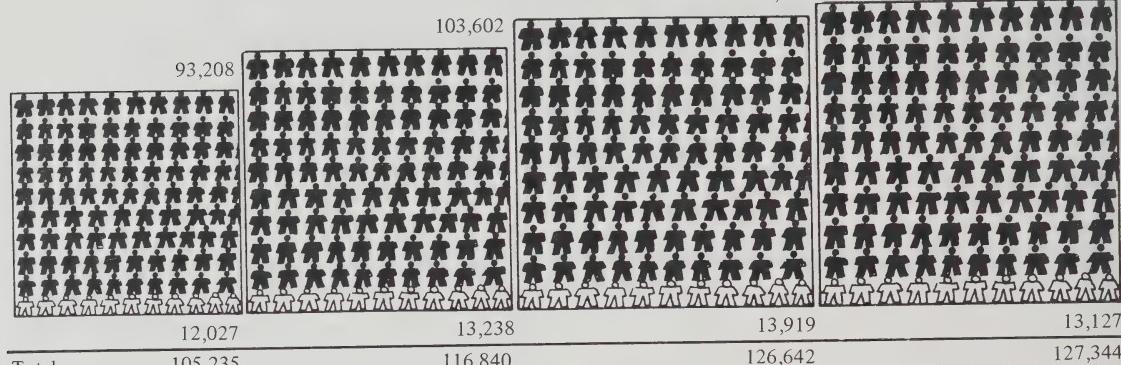
ENROLMENT – FULL-TIME

Undergraduate ♂ Graduate ♀

1969-70

1970-71

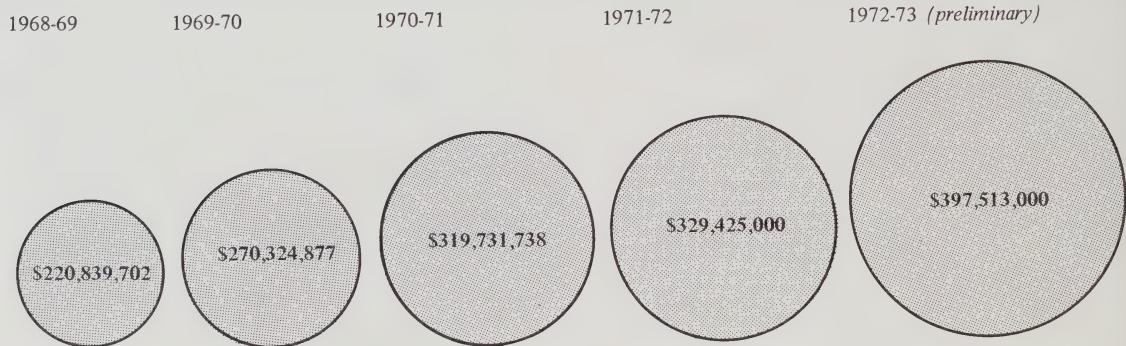
1971-72

1972-73 (*preliminary*)

NOTE: Figures exclude Ryerson and include programs in Teacher Education for 1971-72 and 1972-73.

SOURCE: Minister's Reports

OPERATING GRANTS TO ONTARIO UNIVERSITIES



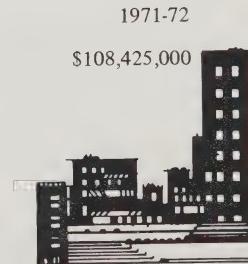
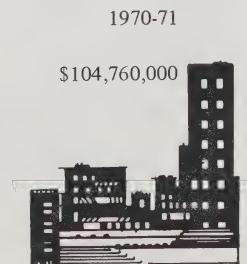
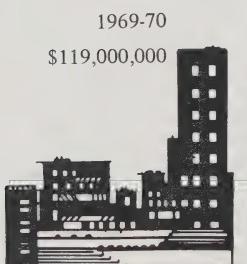
NOTE: The totals for operating grants include support for teacher education at universities, church-related institutions, the Ontario College of Art and Ryerson. Grants for municipal taxation are not included.

SOURCE: Public Accounts for 1968-69, 1969-70, 1970-71.

NOTE:

The 1971-72 total is for a 10-month period because of a change in the universities fiscal year.

CAPITAL SUPPORT TO UNIVERSITIES



SOURCE: Minister's Reports.

Brock University

St.Catharines, Ontario

Chancellor: C. A. Sankey

Chairman, Board of Trustees: C. Boyd Slemmon

President: James Alexander Gibson

Perched on the Niagara Escarpment across Lake Ontario from the distant towers of Toronto, Brock University is central to the region which it serves. With an enrolment of some 2,500 full-time students, it is among the smallest and newest universities in the province. But the Niagara region is heavily populated, and provides as many more students on a part-time basis.

The Faculty of Arts and Science has departments in biological sciences, chemistry, classics, economics, English and drama, geography, geological sciences, Germanic and Slavic studies, history mathematics, philosophy, physics, politics, psychology, Romance Studies, sociology, and additional programs are offered in administration, music and urban studies. Students may follow either structured course patterns or interdisciplinary combinations of their own choosing. Seminars and small group discussions are an integral part of a student's program.

The College of Education, located on the university campus, is bringing new approaches to the development of programs leading to certification of elementary school teachers. It enjoys a close liaison with school boards and the teaching profession in the Niagara Peninsula.

The campus will acquire a new physical dimension in 1972 upon completion of an Academic Building designed by architect Raymond Moriyama. A new athletic complex is also scheduled for completion in 1972.

The usual student activities are available at Brock, and student groups have recently won championships and awards in sports as diverse as curling and sky diving. Because the university is comparatively small, there is ample opportunity for the enthusiastic student to assume a major responsibility in the development of an activity of interest to him. Students also participate fully in the government of the university, sitting on both the Board of Trustees and the Senate, and serving on the various committees which help to determine and implement the policies of the university.

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	2,365	1,432	3,797
Graduate	21	5	26
Total	2,386	1,437	3,823

Carleton University

Colonel-By Drive, Ottawa, Ontario

Chancellor: Lester B. Pearson

*Chairman, Board of Governors: J. Lorne Gray**
*President and Vice-Chancellor: Davidson Dunton**

To retrench but remain relevant, to change but conserve quality — these are the aims and concerns which have occupied the energy and imagination of Carleton academics, administrators and students this year as the university moved into the seventies seeking new awareness and identity in a decade of change, consolidation and economic stringency.

Many faculties undertook careful examinations of their programs, identifying areas where some growth should take place and other areas which would remain static or decline somewhat in size. The University Senate monitored curriculum changes to see that they could be implemented with no total increase in the present number of faculty or any large capital expenditure. Many of the academic innovations for 1972-73 involve closer co-operation between departments, schools and faculties to make the best overall use of their staff and facilities and to offer students increased flexibility in programs of study.

In the social sciences, in addition to a Bachelor of Science in psychology available now, geography is adding a B.Sc. to its undergraduate offerings for 1972-73. This broadens the cross-reference between social science and science. The Faculty of Science will add another interdisciplinary course this year on "Biology and Man" meant for students from any discipline. This course will cover areas from evolution to environmental problems and will, in addition to other environmental courses and the general science degree begun last year, spread the scope of science offerings. The School of Public Administration also completed an extensive revision of its Master of Arts program to include more emphasis on administration as well as on public policy and private sector studies. This will bring the School more into line with current needs in society. The Department of Law has introduced a joint honours program so that combined honours may be offered in law and other social science disciplines.

Many other departments have reworked their course offerings to include subjects of wide appeal across discipline barriers: the School of Journalism will offer a course on "The Motion Picture: The Development of a Modern Medium"; The English Department will be offering a course in "Literature and the Sciences" and the Department of German will offer a course in English called "Studies in German Culture and History", which will focus on Thomas Mann's novel, *Doktor Faustus*, and through it examine existing German culture.

Graduate studies will add only one new full course and some half courses but a Ph.D. program in history has received

approval from the Ontario Council on Graduate Studies and it is hoped that final approvals for this strong program in Canadian history will be received next year. The Graduate School of Social Work has undergone some serious replanning this year and with the planned move of that school to the Rideau River campus, new strong relationships will develop between it and other social science and graduate areas.

The Faculty of Engineering has reworked its offerings to make part-time graduate study more available, allowing for a Master's degree on course work alone. The School of Architecture also revamped its program. Included is much emphasis on a wide range of design studies and on cross-discipline involvement in such areas as urban planning.

St. Patrick's College of Carleton is entering a most exciting time in its development. The College will be moving to new facilities on the main campus where it will become a vital liberal arts residential college of the seventies. New academic programs are already under way at the college, including a broad topic and issue approach to undergraduate arts, a new French Language Program offering intensive practice in French for one year, and a new Mathematical Arts Program directed primarily to the application of mathematics to the social sciences.

The university more than ever this past year became a moveable state of learning rather than a rigid institution where everything happens within brick walls. Biology students travelled to Leticia, Amazonas, to study a tropical ecosystem; students from the School of International Affairs travelled to the Caribbean islands of St. Christophers and Nevis to study the problems of economic and political development in the third world; geology students travelled to Spain for special geological studies; students in the department of Spanish also travelled to Spain for intensive study of the language; art history students went to France to study Romanesque churches; and some geography students have left to spend 18 months of research work in Kenya.

Two committees at Carleton have spent the year making an overall examination of the university to plan for the future. The Land Utilization Committee has studied academic goals and will go on to combine this study with other information to develop land use patterns. The Academic Planning Committee also worked on a suggested enrolment policy for the university. Using the Delphi technique the committee sampled opinion from students, faculty, administrators, support staff,

*Succeeded D. A. Golden, October 26, 1971.

* Succeeded on September 1, 1972 by Dr. Michael K. Oliver.

Board of Governors, Senate, Students' Council and others. The committee will continue to develop its research. At the moment the majority opinion supports a maximum growth for the university, to between 10,000 and 12,000 full-time students and consolidation on the present campus.

In September, 1972, Carleton welcomes its new president, Dr. Michael K. Oliver, from McGill University. Hard work, planning and imaginative development will continue as Carleton works within the framework of economic restrictions to meet the challenges of the seventies. At the same time the university will have in mind a statement made by Carleton's outgoing president of 14 years, A. Davidson Dunton, who said:

"I believe there is often a value in university education not covered by later direct contribution to the economy of the country, nor merely justified by the satisfaction of the individual. I believe there is in many cases an enrichment of the individual that is of lasting if incalculable value and that, through the development of individuals in this way, will come the vital contribution to quality of life in society."

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	7,795	5,205	13,000
Graduate	663	416	1,079
Total	8,458	5,621	14,079

University of Guelph

Guelph, Ontario

*Chancellor: The Hon. Justice E. M. Hall
Chairman, Board of Governors: E. I. Birnbaum
President and Vice-Chancellor: W. C. Winegard*

A university continually strives for an equilibrium between teaching and research. At the University of Guelph, teaching and research reinforce each other as students benefit from associations with professors who work at the frontiers of their fields, while faculty gain insights and new perspectives in their contacts with students.

Guelph's three-semester system, the only one of its kind in Ontario, enables students to enrol in September, January or May. In some degree programs, they can attend three semesters a year, thus completing one and a half years of university work in one calendar year. This system provides the flexibility required by mature students and also enables grade 13 students to start university in May, directly from secondary school.

The University Senate took great strides this past year toward improved academic programs. A pass-by-course system will take effect in September 1972, replacing the former semester average system. Senate also passed legislation to ensure that first-year students are given adequate personal contact with faculty members.

The academic reorganization, which went into effect in 1970, has proved highly successful in providing the framework for academic programs and co-operative, interdisciplinary research among faculty. The university is administratively divided into seven colleges: Arts, Biological Science, Family and Consumer Studies, Physical Science, Social Science, the Ontario Agricultural College and Ontario Veterinary College.

The main campus occupies a 1,100-acre site in Guelph, including a 330-acre arboretum now being established. Under contract to the Ontario Ministry of Agriculture and Food, the university operates three agricultural research stations totalling 1,700 acres and located within a 15-mile radius of the main campus.

New construction, following a master plan adopted in 1965, continues to keep pace with growing enrolment. An engineering building started in the fall of 1971 is scheduled for completion early in 1973. Plans for a University Centre received final approval this year; construction will begin in September 1972.

As a residential university, Guelph provides on-campus accommodation for about 3,900 students, half the undergraduate enrolment. In addition, a 140-unit townhouse development for married students, occupied this year, has proved overwhelmingly popular. Scheduled for occupancy in the fall

of 1972, the East Residences will house about 600 students in apartment-style suites, with kitchen, living area, balcony, bath and bedrooms en suite.

**Enrolment 1971-1972
(number of students as of December 1)**

1971-72	Full-Time	Part-Time	Total
Undergraduate	6,773	332	7,105
Graduate	527	111	638
Total	7,300	443	7,743

Lakehead University

Thunder Bay, Ontario

Chancellor: Justice Bora Laskin

Chairman, Board of Governors: John Murray Fleming¹

President and Vice-Chancellor: William Gordon Tamblyn²

In his annual report to the Board of Governors on June 29, 1971, Dr. William G. Tamblyn, then President of Lakehead University, struck the tone for the next stage of development at the university:

The period of physical expansion is now coming to an end. Our rate of growth, though still substantial, will be at such a level that we will have a greater opportunity to concentrate our attention on qualitative development.

New programs are constantly being reviewed and implemented. The Family Life Program, after a successful trial run last year, has been accepted by the Senate as a regular summer program. Also, beginning in September, 1972, the School of Engineering will offer a two-year post-diploma degree program designed specifically for engineering technologists who wish to become professional engineers. An applicant should have a diploma in engineering technology from Lakehead University, or a college of applied arts and technology, as well as some industrial experience. This program will lead to a Bachelor of Engineering degree in general engineering, rather than specializing in one of the traditional engineering disciplines.

Looking beyond itself, Lakehead University continues to expand its extension program to the outlying communities of Northwestern Ontario. The popularity of spring and summer studies has brought about a situation where the university is actively engaged in post-secondary education on a year-round basis.

On the home front, a special sub-committee of the Senate Academic Planning Committee has released a report which will definitely shape future courses and programs at the university, as well as the direction of post-secondary education in Northwestern Ontario. At the same time, a Commission on University Governmental Organization, consisting of a broad cross-section of the university community, is preparing a report which will profoundly affect the internal workings of the university in the years to come.

At convocation, May 27, 1972, a total of 730 degrees and 182 diplomas and certificates were granted, 25 of these on the graduate level. In the coming academic year, the new academic building will reach completion, providing badly-needed classroom space. Also, the Olympic-size pool will be opened for use by the entire community of Thunder Bay.

Beginning in July, 1972, a new President, Dr. Andrew D.

Booth, will be given the opportunity to continue the traditions of strong leadership which have developed to meet the challenge of providing sound post-secondary education for the people of Northwestern Ontario.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	2,776	1,276	4,052
Graduate	94	58	152
Total	2,870	1,334	4,204

¹ Succeeded on July 1, 1972 by Mr. R. J. Prettie.

² Succeeded on July 1, 1972 by Dr. Andrew D. Booth.

Laurentian University Université Laurentienne Sudbury, Ontario

Chairman, Board of Governors: W. B. Plaunt

Acting President: Roland J. A. Cloutier

President, effective July 1, 1972: Edward J. Monahan

In 1971-72 Laurentian University entered a stabilizing period, effecting the democratic gains of faculty and students in recent years, reviewing administrative and academic policies, and promoting interdisciplinary activities.

Encouraged by the interest in its first interdepartmental program, Amerindian-Eskimo Studies, Laurentian is introducing for 1972-73 two new interdisciplinary programs. The uniqueness of its Canadian Studies program lies in its bilingual approach to national problems and in the broad range of courses from among eight participating university departments. A Bachelor of Commerce (in Sports Administration) program, the first in Canada, will be offered jointly by the School of Commerce and Administration and the School of Physical and Health Education, and will integrate the principles of commerce, administration, and physical education. It will combine an extensive exposure to the functional areas of business management with a practical and theoretical exposure to the world of sport and physical education.

The Department of French revised its program, in close consultation with the student body and the French teachers in Sudbury secondary schools, to take into account the latest research in the theory of literature and the teaching of literature.

At the May 1972 Convocation the first Master of Science degrees were awarded, and the first graduates of the School of Translators and Interpreters received the degree of Bachelor of Science in Language.

Accenting the interest in the environment, the Institute for Fine Particle Research, in co-operation with the former Ontario Department of Energy and Resources Management, sponsored the first youth conference on the environment for secondary school students from all over Ontario. Students in the School of Social Work, with the assistance of faculty, compiled a bilingual directory of community services. The School of Engineering enlarged its program of field trips to the industries of the area, and the Geology Department expanded its field trips by arranging at a nominal cost to the students, a study trip to the coral reefs off Florida.

Committed to extending the educational facilities in Northern Ontario, Laurentian increased its programs in extra-mural centres to include a summer session as well as a winter session, and introduced a 12-week evening summer session to augment the 6-week summer session on the Sudbury campus. Agreements were reached for Nipissing College to offer a se-

cond year Arts program in North Bay in 1972-73, and for Algoma College to offer a third year Arts program.

Tenth anniversary ceremonies included the opening of the new Horace J. Fraser Science Building and the designation of Laurentian as a historical site by the Archives of Ontario, in co-operation with the Archaeological and Historic Sites Board. February brought the completion of the addition, including an Olympic-sized pool, to the B.F. Avery Physical Education Centre. During the winter, ground was broken on new apartment-style residences for single and married students.

The bilingual nature of the university was emphasized by the generous number of bursaries awarded to Laurentian as one of the institutions selected to participate in the second language training bursary program, conducted during the summer session, under the auspices of the federal and provincial governments.

Laurentian

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	2,023	2,197	4,220
Graduate	26	12	38
Total	2,049	2,209	4,258

Algoma

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	329	849	1,178
Graduate	•	•	•
Total	329	849	1,178

Collège de Hearst

Enrolment 1971-72

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	38	267	305
Graduate	•	•	•
Total	38	267	305

Nipissing

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	84	493	577
Graduate	•	•	•
Total	84	493	577

McMaster University

Hamilton, Ontario

Chancellor: Lawrence T. Pennell

Chairman, Board of Governors: G. E. Grundy
*President and Vice-Chancellor: Henry G. Thode**

The McMaster Medical School, the fifth such school in Ontario, began its functions in its permanent location, the new Health Sciences Centre, at the start of the 1971-72 academic year. The large, new centre, which is the first fully-integrated medical school, teaching hospital and research institution in the province, was officially opened by Premier William G. Davis in the spring of 1972. Outpatient public health care began in December, 1971, as part of the building opened, and since then the flow of patients has rapidly increased. In-patient facilities became operable later in 1972. The building has a total floor area of 28 acres, and contains a 420-bed teaching hospital, the medical school, the school of nursing and other health-related professions.

Work began during the year on a new residence for 500 students, to be ready for the fall of 1973. A new apartment style concept is the main feature of the new residence, in which one, four and six-bedroom apartments will be available with their own kitchen and washroom facilities, and private living areas.

A large new building for the Department of Biology was completed at the end of the 1971-72 year. The Life Sciences Building, located adjacent to the Health Sciences Centre, will be ready for classes in the fall of 1973. The five-floor building is L-shaped, and contains two lecture theatres, teaching and research facilities and central preparation areas.

More than 1,000 volumes containing the collections of the Ontario Historical Society dating from the mid-19th century were acquired by the Mills Memorial Library, enhancing the large research collection of Canadiana already extensive within the library. Also obtained for the Mills Library were the papers of Canadian author Farley Mowat, and those of journalist Pierre Berton. Planning was also carried forward for the October, 1972, celebration of the centenary of the birth of Bertrand Russell, whose papers form the Russell Archive.

Announcement was made of the retirement effective June 30, 1972, of Dr. H. G. Thode, as President and Vice-Chancellor of the university. A presidential selection committee invited Dr. Arthur Bourns, former McMaster chemistry professor and vice-president, science and engineering, to assume the presidency, effective July 1, 1972.

Extensive scientific teaching and research facilities are long-established at McMaster, and recent large NRC grants have created some national research programs on campus. A \$1.25 million grant from the Medical Research Council is now sup-

porting an MRC Group in Developmental Neurobiology at the Health Sciences Centre, which will study the underlying mechanisms of growth and development of the nervous system and associated diseases. Other national programs involve the Communications Research Laboratory, studying the future role of science and technology in Canada, and the Canadian Institute of Metalworking which teaches about and conducts research into the use of automated machines.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	7,263	3,005	10,268
Graduate	1,196	523	1,719
Total	8,459	3,528	11,987

* Succeeded on July 1, 1972 by Dr. Arthur Bourns.

University of Ottawa Université d'Ottawa Ottawa, Ontario

*Chancellor: Hon. Madame Georges P. Vanier, C.C.
Chairman, Board of Governors: Roger N. Séguin, Q.C.
Rector: Rev. Dr. Roger Guindon, OMI*

The inter-disciplinary approach was fostered during the year by the establishment of joint-honors baccalaureate programs among the faculties of Arts, Social Sciences and Psychology, and even involving the Faculty of Theology at federated Saint Paul University. In the same vein, the Faculty of Arts developed with Saint Paul University an undergraduate program in social communications, built around the University of Ottawa Communications and Instructional Media Centre. The trend also saw the University Senate create a broad-ranging Commission on the Revision of Structures in Teaching and Research Units, which could lead within two or three years to a radical regrouping of the traditional disciplines within the university.

Senate also created a new Joint Commission on Student Services, answerable to it, to establish and administer policies governing every aspect of para-academic service to the student body. Each of the respective services, in turn, was provided with an advisory committee that had a strong membership component of students. Even student financial aid, usually a responsibility of the Registrar, was placed under the Commission for all purposes except scholarships, which remain the preserve of the Registrar.

Machinery was established whereby policies governing conditions of academic employment were to be referred henceforth to the Senate Committee on Teaching Personnel for initial consideration, while those involving pay and fringe benefits were to be referred to the Joint Committee of the Board of Governors and the Senate for the same purpose. In both of these the Association of Professors of University of Ottawa was recognized as spokesman for the teaching staff. The year just closed saw the first workout of the new consultation procedures and they functioned harmoniously.

After an exhaustive study of the implications of the growing phenomenon of part-time education, and with the concurrent conviction that part-time and full-time students should be treated alike, the Department of Extension was relieved of responsibility for part-time students who, in the year ahead, will begin to deal directly with the faculties and schools in which they are registered. Extension, at University of Ottawa, will involve itself more extensively henceforth in continuing education through the provision of non-credit courses. This greater integration of part- and full-time students is expected to enable maximum utilization of teaching space and reduce the amount of sectioning of courses. The year also saw the

production of the first centrally-scheduled timetable in the history of the university.

Thompson Hall, a new co-educational residence, was brought into operation, as was a new maintenance services building. Nearing completion were Morisset Hall, the new humanities and general sciences library, and Montpetit Hall, a physical education and recreation complex. Under construction were Fauteux Hall for the Faculty of Law and a new University Centre designed to serve the entire University community—both scheduled for completion in 1973. A start is expected later in 1972 on a new home for the Faculty of Education, which is still temporarily located in Ottawa South, a considerable distance from the main campus. Meanwhile the university has given wise leadership in the establishment of the complicated infrastructure that in time will be called upon to run the projected Ottawa Health Sciences Complex and its associated health-care delivery, teaching and research networks.

University of Ottawa carries the primary responsibility in Ontario for the preservation and development of French culture in the province, and much time was devoted during the year both to elaborating a formal policy on its own institutional bilingualism, in the light of its almost 125 years of experience, and to attempts to rationalize with the government the mode by which a formula to cover the extra costs of its bilingual operation might be achieved.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	7,575	4,191	11,766
Graduate	1,326	1,492	2,818
Total	8,901	5,683	14,584

Queen's University

Kingston, Ontario

Chancellor: John B. Stirling

Chairman, Board of Trustees: J. D. Gibson

Principal: John J. Deutsch

For Queen's, as for other older universities which expanded rapidly during the 1960's to accommodate the large numbers seeking university places, the 1970's are marked by an emphasis on catching up on building requirements.

Two new facilities were completed in the past year: a new mining building on the main campus, and a new stadium on the West Campus, a mile away. The land freed by the relocation of the stadium is the site of the new Arts/Social Science Complex. The complex, to consist of a series of low-rise, interconnected buildings in the main building grouping and a separate music building, will cost \$6.5 million. Work also started in the past year on a \$1.8 million addition to Miller Hall, which houses the Department of Geological Sciences, and on a 16-storey West Campus residence which will provide 124 one-bedroom apartments. The residence is scheduled for completion in the fall of 1972. Planning also continued for the proposed University Centre, although actual construction is probably several years away.

Nearing completion at the end of the academic year was 420-unit Elrond College, the high-rise student residence being built in downtown Kingston, and the 576-unit West Campus residence adjacent to Duncan McArthur Hall, which houses the Faculty of Education. The second phase of Duncan McArthur Hall was completed in the summer of 1971 and the complex was officially opened in May of this year by Premier William G. Davis.

One significant development during the past year has been an agreement by members of Queen's University and Affiliated Teaching Hospitals Council (QUAFHOP) on a functional plan for the new \$106 million Health Sciences Complex. Under the plan, which has been forwarded to the Ontario Government for approval, the present QUAFHOP Council would be replaced by a new organization which would be responsible for providing policy direction for all new facilities. It also sets out the clinical services to be provided by each of the affiliated hospitals, and the programs for the education of medical, nursing and paramedical students. The first phase of the complex, the addition of two floors at the Kingston General Hospital, has already been completed and subsequent phases, including the construction of a new Medical Sciences Building, will be carried out over the next seven years.

Other noteworthy developments during the past year included:

The introduction of an experimental intersession in the Faculty

of Arts and Science in an effort to examine ways of making effective use of the entire calendar year. Some 600 students enrolled in 21 undergraduate courses for the intersession which ran May 10 to June 23.

Senate gave approval to the establishment on a permanent basis of the Student Counselling Service, a psychological counselling service set up a year earlier as a pilot project. The new service offers individual counselling on personal and social problems, and testing to determine educational and vocational abilities, interests, personality and study habits. It complements the existing Student Health Service.

Approval was also given to the setting up for the fall of 1972 of the university's first undergraduate co-ed residence. The graduate student residence was integrated last fall.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	7,696	2,096	9,792
Graduate	951	403	1,354
Total	8,647	2,499	11,146

University of Toronto

Toronto, Ontario

Chancellor: Pauline McGibbon

Chairman, Board of Governors: William B. Harris¹

President (Acting): John B. Sword²

On July 1, 1972, the University of Toronto Act 1971 was in full effect, bringing to fruition the first major revision of the Act of the Ontario Legislature, that, with amendments, had been in effect the charter of the University since 1906. The new Act provides for a unicameral governing body of 50 members that replaces the 66-year-old bicameral structure of Board of Governors and Senate. The Governing Council has the financial and business responsibilities of the Board and the academic responsibilities of the Senate.

During the late winter and early spring of 1972 the Board of Governors, as authorized by the new Act, held elections for representation of the teaching staff, students and administrative staff, on the Council.

Because an election by mail among some 110,000 alumni all over the world would be difficult to arrange, time-consuming and expensive, the Board of Governors, upon the recommendation of the U of T Alumni Association, authorized a College of Electors to conduct an election for the eight alumni representatives to the Council.

The final stage in the completion of the Council came on June 6, 1972, with the announcement by the Hon. George A. Kerr, Minister of Colleges and Universities, of the 16 members appointed by the provincial government.

During 1971-72, the School of Business became the Faculty of Management Studies and its development to new stature was given a high priority; Social Work, Nursing and Library Science, previously schools, became faculties, and the name of the College of Education was changed to Faculty of Education. The Board of Governors authorized work to proceed on new buildings for men's athletics and for Innis College and an increase in the University's computer power by the acquisition of IBM System/370 model 165. Library Science moved into its own building in the John P. Robarts Library complex, which is to be completed in 1973.

Winter session enrolment was 38,716 students (27,160 full-time, 11,556 part-time). During the summer of 1971, 11,963 students took undergraduate work and 2,094 graduate students conducted research and independent studies on the St. George Campus.

Toronto

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	18,884	6,256	25,140
Graduate	4,510	1,623	6,133
Total	23,394	7,879	31,273

Scarborough

Enrolment 1971-1972

(number of students as of December 1)

1971-1972	Full-Time	Part-Time	Total
Undergraduate	1,858	1,050	2,908
Graduate	•	•	•
Total	1,858	1,050	2,908

Erindale

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	1,797	705	2,502
Graduate	•	•	•
Total	1,797	705	2,502

¹ C. Malim Harding became Chairman of the Governing Council, July, 1972.

² Dr. John R. Evans was appointed President, as of July 1, 1972.

Trent University

Peterborough, Ontario

Chancellor: Leslie M. Frost

Chairman, Board of Governors: Hugh F. Waddell¹
President and Vice-Chancellor: Thomas H. B. Symons²

Trent University, which was chartered in 1963, has in the past year been able to focus its interest more sharply upon Canadian studies. Two developments have made this possible: substantial grants from private corporations and foundations will fund a Canadian Studies program beginning in the fall of 1972, and the university's Indian-Eskimo Studies program has become a full academic department. The latter step will allow for expansion of the university's pioneering work in this area.

Construction of the academic wing of Trent's fifth college began during 1971-72 and both its residential and academic sections will open for use in the fall of 1973. It will provide accommodation for some 350 students, together with faculty offices, laboratories, lecture and other teaching areas. Four residential-teaching colleges already exist at Trent, two of which (Champlain and Lady Eaton) are on the main, 1,500-acre campus on the Otonabee River at the northern edge of Peterborough. At the same site are the university library, a science complex, and the recently enlarged biology-psychology building. An air-inflated athletic building provides 23,000 square feet of space for athletics during colder months.

In the centre of the city are two other colleges, Peter Robinson and Catharine Parr Traill, as well as the university bookstore, and the university's original academic-administrative complex.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	1,764	633	2,397
Graduate	12	•	12
Total	1,776	633	2,409

¹ Succeeded on July 1, 1972 by Mr. B. D. Sandwell.

² Succeeded on July 1, 1972 by T. E. W. Nind.

University of Waterloo

Waterloo, Ontario

Chancellor: Ira G. Needles

Chairman, Board of Governors: C. A. Pollock
President: B. C. Matthews

In May, 1972, after almost six years of discussions on the best form of government for the University of Waterloo, a new Act was presented to the Ontario legislature. Although unicameralism was suggested at one time, the final form adopted by the university community is a bicameral system retaining a board of governors and a senate. The board will continue to have a membership of 36 with the new requirement that this include six faculty, five students, two staff and at least three alumni. There is also a provision that a broad spectrum of the community be represented. The new 67-member senate includes six undergraduate students, three graduate students, three alumni and three members of the board from the community as newcomers. Elected faculty are now to be a simple majority of senate members and senate will have the right to make recommendations to the board regarding finances. Previously, the Board of Governors was made up almost completely of persons from outside the university while the Senate was composed mainly of faculty members. The new Act, to replace the one brought down in 1959, is to come into effect November 1, 1972.

The first UW degrees were conferred in 1959. This May, 1,892 were awarded at the 24th convocation to bring the total number of graduates of the University of Waterloo to 10,820. This May the first graduates of the Doctor of Optometry program, the only English language optometry course in Canada, received their degrees.

A bright spot in what have been troubled economic and employment times occurred in the spring of 1972 when there was a surplus of jobs for students in Waterloo's co-operative education programs. There were some 1,800 jobs for 1,765 students available for summer employment through the co-operative programs in engineering, mathematics, applied chemistry and physics, architecture and physical education. The co-operative education program, in which students spend alternating four-month terms on campus for academic studies and in the field for practical experience, is now completing its 15th year at Waterloo.

The University of Waterloo is constantly revising and adding to its academic program. During the past year UW was the Canadian pioneer in offering undergraduate courses in Canadian studies. This is a program in honors economics, history, geography or political science with an interdisciplinary approach to the study of the Canadian environment. The Department of Human Relations and Counselling Studies was formally established this spring after operating as a group within the psych-

ology department for many years. This is primarily a graduate program but undergraduate courses are also offered with an interdisciplinary approach to the study of human interaction.

On-campus development includes additions to chemistry and engineering buildings, and a new central services building. All were completed in 1971. During the year, student services, administrative services and psychology buildings were under construction. A contract for an optometry building was let in the spring with a projected completion date for fall 1973.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	11,226	1,619	12,845
Graduate	1,124	392	1,516
Total	12,350	2,011	14,361

The University of Western Ontario

London, Ontario

Chancellor: John P. Robarts, Q.C.

Chairman, Board of Governors: Joseph Jeffery
President and Vice-Chancellor: D. Carlton Williams

Of major interest to all universities was the significant study completed and published in 1971 by Western's Academic Commissioner, Dr. Arthur Porter. Entitled, "Towards a Community University", it was the result of a two-year thorough and serious study of the structure and interrelationship of the academic programs of the university. The recommendations to be found in this report regarding new teaching programs and procedures for the university have proven of unusual interest to all educators. Timed to be completed and presented at the same time was a difficult and important study by a firm of management consultants. The firm, retained by the Governors of the university studied the general relations pertaining to the University Senate and the Board of Governors and their committee structures and functions and included an analysis of the Office of the President and the Vice-Presidents. The report defined new roles and responsibilities for the Senate, Board of Governors, President and Vice-Presidents.

The firm was also commissioned to make a detailed study of the major administrative systems of the university. The consultants were instrumental in proposing extensive changes in the operation of the Physical Plant Department, in establishing a Department of Information Analysis and Systems, and in reorganizing the Registrar's Office.

By virtue of its membership in the Council of Ontario Universities, with Western's President D. Carlton Williams as chairman, the university has participated in and has been affected by a number of studies ranging over the provincial universities' system. Chief among these are "Ring of Iron", a study of engineering education in Ontario, which was done with the assistance of the Committee of Ontario Deans of Engineering, and "Towards 2000—The Future of Post-Secondary Education in Ontario". This study describes the rise of other post-secondary educational institutions and analyzes anticipated patterns and enrolment in the seventies. It also suggests various new roles for colleges and universities and concludes with suggestions for appropriate machinery for handling the increasingly complex relationships between governments and universities.

Western continued to expand during 1971, serving a full-time enrolment of 15,000 students. Many new buildings on its 995-acre campus were completed under its vigorous building program that began in 1958. These included: The D. B. Weldon Library, with space for one million volumes; the Faculty of Music Building; extensions to the central administrative offices and to the Physical Plant Services Building. In addition, Phase I of the University Community Centre was

completed. Due to be opened in the fall of 1972 is the new Social Science Centre for the largest faculty on campus and the University Hospital, with a 450-bed capacity, which is owned by the London Health Association.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	13,620	3,578	17,198
Graduate	1,545	405	1,950
Total	15,165	3,983	19,148

University of Windsor

Windsor, Ontario

Chancellor: Lucien Lamoureux

Chairman, Board of Governors: Charles J. Clark
President and Vice-Chancellor: J. Francis Leddy

Although the year has been one mainly of consolidation at the University of Windsor, a number of academic "firsts" marked convocation. The first graduates of the four-year nursing course received Bachelor of Science in Nursing (B.Sc.N.) degrees. Convocation also saw the granting of the first Windsor Bachelor of Education (B.Ed.), Bachelor of Computer Science (B.Com.Sc.), Bachelor of Fine Arts (B.F.A.) in Dramatic Art, and Bachelor of Applied Science (B.A.Sc.) in Geological Engineering degrees.

Two major appointments were made: A. Stuart Nease to become Dean of the Faculty of Education, as the integration of the former Windsor Teachers' College into the university continues, and the appointment of John P. S. McLaren as Dean of the Faculty of Law, replacing Walter Tarnopolksy who has accepted a senior administrative appointment at York University.

Student participation in university government continues to be active in the senate, on senate committees and on departmental committees. Its base was broadened when the Board of Governors invited the president of the Students' Administrative Council and the president of the Graduate Students' Association to participate fully in Board activities as non-voting observers.

There were no significant additions to facilities during the 1971-72 academic year following completion of the new Library and the new Mathematics Building the year before.

Windsor is especially proud of its wide range of student services. Personal and academic counselling is offered by the office of student affairs; academic counselling is available from the registrar's office, and vocational and psychological counselling from the university's psychological clinic. Medical service is dispensed 24 hours a day at the campus medical centre and infirmary. Recreational and lounge facilities, coffee and snack shops, and a wide range of club and social activities are provided in the two university centre buildings. There is also a broad choice of athletic programs.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	5,426	2,995	8,421
Graduate	417	140	557
Total	5,843	3,135	8,978

York University

4700 Keele Street, Toronto, Ontario

Chancellor: Floyd S. Chalmers

Chairman, Board of Governors: Robert M. MacIntosh
President: David W. Slater

After twelve years of unparalleled growth that saw York develop from the concept stage to the reality of a multi-faculty university serving more than 20,000 students, the time has come for a critical appraisal of the institution and a strengthening of its programs.

Accordingly, York is now devoting much of its energy to consolidating its growth and laying the groundwork for a long-range planning of future academic and physical development.

The most recent additions to York's inter-disciplinary programs are East Asian Studies and Latin American and Caribbean Studies. These two programs focus on contemporary political, social, and cultural development and change. Teacher-scholars from China, Ecuador and Guiana joined the faculty, bringing to their students insights sharpened by life experiences in these cultures.

In September 1971, York received approval for the creation of a Faculty of Education at the University. Planned with a unique curriculum in which students will study concurrently in the Faculties of Arts, Science, or Fine Arts, the Faculty of Education will offer programs for elementary and secondary school teachers, and for teachers of special education classes. As the Education Faculty develops at the York Campus, the programs and facilities at Lakeshore Teachers College, presently operated by the university, will be phased out.

At spring convocation, York awarded its first Master's degrees to candidates in the graduate Faculty of Environmental Studies. A new and experimental faculty stressing trans-disciplinary studies, it has attracted to its program professors and students from virtually every major university discipline.

The spring of 1972 also saw the first graduating class of significant size from the Faculty of Fine Arts. With programs in music, theatre, dance, film, and art, the faculty offers a unique program stressing the integration of practical with theoretical work, combining academic study with professional training.

At Glendon College, York's liberal arts college emphasizing the study of Canadian cultural, social, and political life in a bilingual, bicultural atmosphere, the first Certificates of Bilingual Competence were awarded to graduating students who achieved a high level of written and oral proficiency in their second language.

During the academic year, President David W. Slater announced the appointment of a Dean for the new Faculty of Education, and new deans to replace those retiring from Osgoode Hall Law School and the Faculty of Administrative

Studies. He also announced the appointment of Dr. Walter Tarnopolsky as Vice-President (Academic Affairs).

At the instigation of a group of concerned faculty and students, the university took the first steps toward creation of an arboretum on the York Campus. Members of the university community planted 6,000 trees, cleared walkways through existing woodlots and began the reconstruction of natural ponds to enhance the natural setting of the campus.

In the fall of 1971, the Scott Library was officially opened as the resource centre for the university. With a capacity of 810,000 volumes, the library houses in excess of one million items including periodicals, microfilm, tapes, and records in addition to bound volumes.

By the end of the academic year, construction of Bethune College and residence neared completion to join Stong College in the second four-college cluster for undergraduate students. Finishing touches were being given to the building to house the Faculty of Administrative Studies, and phase two of the Fine Arts complex was well under way.

During term, construction of a fourth graduate student residence began, and approval was given for the development of a nine-storey residence and new student activity wing at Atkinson College, York's college for part-time undergraduate studies.

Enrolment 1971-1972

(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	10,735	6,885	17,620
Graduate	871	858	1,729
Total	11,606	7,743	19,349

Other Provincially-Assisted Institutions

Art Gallery of Ontario

Grange Park, Toronto, Ontario

Director, W. J. Withrow

*President of the Board of Trustees: R. N. Steiner**

The Art Gallery of Ontario is both an art museum and an educational institution, financed by public and private funds and gallery activities. It operates throughout the province to advance the visual arts through educational programs, the collection and exhibition of art, and the promotion of public interest in these activities.

1971/1972 was a year of continued service to Ontario's universities, colleges and schools, to the smaller art galleries and art centres throughout the province, to government and business institutions and to the general public. Services included 48 circulating exhibitions to 100 population centres; visiting lecturers and artist-demonstrators; the largest art research and audio-visual libraries in Canada; loans, sales and rentals of reproductions, films and slides; daily student tours of the gallery's own collection and visiting exhibitions; art classes; art rental service for the office and home; and consultant and information service on the visual arts.

The Art Gallery of Ontario's permanent collection has grown in size and stature during the year by acquisitions and private gifts of international significance, and the gallery continued its policy of showing exhibitions from other major galleries and museums in Canada, Europe and the United States.

The first stage of the new building program, the renovation of the existing galleries and construction of the Henry Moore Centre, Zacks wing and administration facilities, was started in the fall of 1971. While this will somewhat limit the number and size of the exhibitions that can be held during the next two years, every effort will be made to continue the programme of Canadian and international exhibitions.

Work on the preservation of The Grange, one of Toronto's earliest brick houses and the original home of the gallery, is progressing on schedule. It is expected that The Grange will be opened as a living history museum early in 1973.

*Succeeded by J. Douglas Crashley, effective September 7, 1972.

Projection	1970-71	1971-72	1972-73
Donations for operating purposes	\$ 90,000	\$ 70,000	\$ 70,000
Provincial grants for operating purposes	\$610,000	\$750,000	\$900,000
Revenue from attendance	\$ 27,500	\$ 22,000	\$ 5,000
Revenue from memberships	\$ 65,000	\$ 60,000	\$ 55,000
Value of works of art purchased	\$100,000	\$ 75,000	\$100,000
Number of members	\$ 7,000	\$ 7,000	\$ 6,800
Attendance	\$185,000	\$185,000	\$175,000

This projection for 1971-72 takes into consideration disruption and curtailment of gallery activities owing to the new building construction and renovation to existing buildings.

The Ontario Institute for Studies in Education

252 Bloor Street West, Toronto

*Chairman of the Board of Governors: Vernon Ready
Director: R. W. B. Jackson*

The Ontario Institute for Studies in Education is a unique combination of a graduate school of education and a research and development institute. Chartered as a new college in 1965, OISE has three prime functions: to conduct programs of graduate study in education, to undertake research in education, and to assist in the implementation of the findings of education studies.

Graduate programs are conducted through an agreement of affiliation with the University of Toronto. They lead to master's and doctor's degrees in several sub-fields including adult education, applied psychology, computer application, curriculum, educational administration, educational planning, higher education, history and philosophy of education, measurement and evaluation, sociology in education, and special education. These programs are designed to help develop the persons needed for a variety of posts of specialized leadership in school systems, colleges and universities, government, continuing education, and business and industry. In 1971-72, 489 students were graduated, including 33 at the doctoral level. In the Institute's seven years enrolment has almost quadrupled, to 455 full-time graduate students, 1142 part-time, and over 1200 in summer session. In education, a field of both theoretical and applied scholarship, enrolment continues to grow.

The Institute's academic staff of 135, and supporting staff of 425, engage not only in graduate instruction but also in extensive research and development studies in the broad field of education. To name just a few current examples of areas of study: Canadian studies and Franco-Ontarian issues; the relation between perceptual handicap and school achievement; aims, evaluation, and replanning of educational systems; native and immigrant peoples; early childhood education; bilingualism; adult learners; moral education; education and the labour market; computer assisted instruction; open plan schools.

The overall aim of the Institute is to make a positive contribution to the improvement of education in Ontario. This is further reflected in the operation of field centres in several regions of Ontario. Through these regional centres the resources of the Institute are brought to the assistance of local schools and other educational agencies toward the solution of their problems and the implementation of new developments in education. The Northeastern Centre, located in North Bay and serving Region 3, was just opened in 1972 to bring the total number of regional centres in operation to eight.

OISE also sponsors numerous conferences, workshops and

seminars to communicate research findings and innovations. An example is the well-known annual symposium on learning disorders in children, which is developed in cooperation with the Ministry of Education.

The OISE Library is one of the most extensive specialized libraries in the field of education in Canada. Total holdings, now in excess of 250,000, serve as a resource not only for the Institute itself but also for the Province generally.

Enrolment 1971-1972
(number of students as of December 1)

1971-72	Full-Time	Part-Time	Total
Undergraduate	26	88	114
Graduate	419	1,076	1,495
Total	445	1,164	1,609

Ontario College of Art

100 McCaul Street, Toronto

Chairman of Council: Nancy Poole¹
President: Clifford Pitt²

The governance of the College continued in 1970-71 under the unique unicameral system newly established by the Ontario College of Art Act which became law on February 2nd, 1970. Meetings were made public to the entire College community for those who wished to follow the deliberations of Council.

The resignations of Dr. Dudley Gaitskell, the Lieutenant-Governor's appointee to Council, and Mr. Robert Dyer, student member of Council, were accepted during the course of the year. Miss Mykituik later replaced Mr. Dyer.

The year 1970-71 proved to be one of considerable positive direction and activity in the areas of faculty appointments, curriculum and administration. Decisions affecting administration included the termination by Council of the original one-year appointment of Mr. Gene Butt as Acting President. Mr. Butt was requested to continue in that capacity until a permanent College President should be appointed.

The continuing explorations of the Council's Search Committee led, in February 1971, to the appointment of a new Ontario College of Art President, Mr. Roy Ascott. In May of 1971, on the recommendation of the new President, Mr. Monte Kwinter was appointed Vice-President.

Discussions of tenure for faculty continued, and tenure in principle was accepted by Council. A major change in the Pension Plan of the College, involving a new form of funding, was instituted on January 1st, 1971.

In October, 1970, the Committee on University Affairs met with Council to review the submission of the annual Ontario College of Art brief prepared by Council. This brief dealt principally with financial matters. For the first time since our association with the Department of University Affairs, the meeting was thrown open to all staff and students of the College.

Resulting from the efforts of the Council's Search Committee, new Faculty appointments were made in the Department of Painting and the Department of Sculpture; in both of these, fresh approaches to curriculum issued in a new dynamic and spirit. Many new creative personalities were introduced to the students within the Department of Painting through a system of short-term appointments on a rotational, visiting-lecturer basis.

Following the retirement of the previous Department Chairman, Council confirmed the appointment of Mrs. Betty Dales

and Mrs. Joyce Zemans as Co-Chairmen of the Department of Art History, a department which serves as a resource for the entire College.

For the first time in our history, a curator for the Ontario College of Art Permanent Art Collection was appointed. Provision was thus made for the cataloguing and assemblage of outstanding works by previous teachers and students of the College. Many of these paintings, drawings, etc., previously hidden away in various nooks and crannies, are of unique historical value.

The report of a March 1970 faculty tour of ten Eastern United States art colleges was circulated to Council and the College at large in August. The tour was sponsored by the College with the aim of providing an opportunity for the examination of introductory-year curricula in colleges of stature. This research tour was intended to provide information for meetings of faculty which were then taking place at the College with a view to developing the Foundation Year curriculum.

As a result of curriculum needs, in all of the other areas as well as in year 1, and in view of the nature of the space available in the College, Council's Building and Property Committee formulated proposals for substantial renovation of the physical plant. On receipt of the first instalment of additional allocations of funds by the Department of University Affairs, expenditures were made on structural alterations to the original College building, known as the Grange Wing, and to the second floor of the central building. These alterations provided greater flexibility and more usable square footage in a difficult situation of limited overall space.

Storage units and display screens were installed to assure effectiveness of the alterations within the Foundation Year areas of the Grange Wing. Other physical alterations related to working conditions and safety: for example, storage space was constructed outside the main building for oxy-acetylene gas containers used in welding processes within the College. Further improvements were effected in ventilation systems for plastics and fibreglass work areas.

Physical space needs affected the program in a number of ways. Due to the increased demand for an "open evenings" policy for full-time students, Council voted to discontinue the Evening Classes Programme for one year on an experimental basis. Moreover, in view of the renovations which were being carried out in the summer months, Council decided that the situation would be too difficult to allow continuation of the

¹ Succeeded David Owen, effective April 19, 1972.

² Succeeded Roy Ascott, effective September 1, 1972.

Summer School Teachers' Course. By mutual agreement with the Department of Education, the Summer School within the Ontario College of Art was discontinued temporarily.

With a view to co-operation with our near neighbour, the Art Gallery of Ontario, a liaison group was established by Council to assure information exchange on points of mutual concern arising from the Art Gallery of Ontario's expansion plans and our occupation of adjacent properties.

Other matters of property became important in 1970-71. Three houses to the south of the College had already been acquired by the College; options were now taken on the remaining three houses on McCaul Street immediately south of the College, thus extending our property to Grange Road. This move assured the availability of land for future expansion and provided short-term potential seminar and office space for the College and for the Students' Administrative Council.

Our first acquisition, 76 McCaul Street, continued to house "Gallery 76". Under student management, and devoted wholly to the exhibition and sale of students' work, "Gallery 76" is now recognized as one of the finest small galleries in Toronto.

It is not inappropriate that the report should conclude at this point with a reference to that culmination towards which all of the activities and resources of the Ontario College of Art move: the development of the talent of its students, a development amply demonstrated in the quite excellent Annual Student Exhibition, an extensive show in which our own students juried the work of their fellows.

Nancy Poole
Chairman of Council

Royal Botanical Gardens

Hamilton, Ontario

President of the Board: W. G. Welby
Chairman of the Board: C. E. Amy
Director: L. Laking

During the period under review, the Royal Botanical Gardens celebrated its first quarter century of service as a scientific and educational institution. Although established by provincial statute in 1941, it was not until 1946 that it began functioning as a botanical garden. This "people-oriented" institution stands as a fine example of what can evolve with municipal and county tax support, supplemented by private and corporate contributions for operating and maintenance of the public aspects, and support from the Province of Ontario for continued development of the physical aspects of the Gardens and its scientific and educational program.

A sign of growing maturity is demonstrated by involvement. Affiliation with the International Plant Record Centre, headquartered in Philadelphia, represents the first step towards making R.B.G. plant resources known and available on a continent-wide basis to research scientists and to kindred institutions building specific collections. A contemporary botanical garden with modest financial resources can make a contribution to the world-wide pool of knowledge, as demonstrated by R.B.G. in sending its taxonomist, an authority on *Gentiana* (*Gentians*) to Mexico to extend his studies of certain North American species.

Plant collections at a botanical garden are almost invariably international in scope. Recently R.B.G. has served to extend this principle by securing on exchange Russian cultivars of *Syringa* and distributing propagation materials to other lilac centres on this continent.

In October 1971 R.B.G. took the lead in organizing a symposium on "A National Botanical Garden System for Canada", attracting some 70 participants from Newfoundland to Vancouver, the results of which have been directed to appropriate federal authorities for study and, hopefully, implementation as part of its developing science policy.

Current expansion of basic botanical garden facilities, herbarium and library serves as a prelude to a five-year projection, 1972-73 to 1977-78. This represents a determined effort to broaden the plateau reached in 1968 in terms of scientific and educational staff, expanding areas of cooperation with neighboring Ontario Universities, and a more vigorous approach to development of supporting facilities. Progress in developing plant collections, while continuous, is too slow, particularly where arboretum tree collections are concerned. A start made on the Pinetum in the winter of 1972 for example, needs an

infusion of capital so that it can be completed in three to four years instead of ten.

Greenhouse development, started in 1969-70, has demonstrated the importance of a vast expansion to include both research and service greenhouses, and conservatories to house educational exhibits of world flora and economic plants.

R.B.G. continues to provide regular service courses for University of Toronto's Department of Landscape Architecture, Humber College's Landscape Technicians, and McMaster University's Department of Biology, and has developed its people-oriented education program and its program for schools to a maximum with existing staff.

Province of Ontario Grants	1971-72	1972-73
Operating	250,000.	275,000.
Property Acquisition	20,000.	102,400.

Royal Ontario Museum

100 Queen's Park, Toronto, Ontario

Chairman, Board of Trustees: Noah Torno

*Director: Peter C. Swann**

Associate Director: Walter A. Tovell

More than 1.3 million visitors passed through the turnstiles of the Royal Ontario Museum during 1971-72, approximately 19 per cent of whom were students visiting in conjunction with classroom programs. New public opening hours were established and the Museum is now open until 9 p.m. six days each week.

It is hardly surprising that attendance figures are so substantial in view of the wealth of activities and exhibitions carried out through the year.

A special birthday celebration marking ROM's 60th year has made 1972 an especially active time. To commemorate ROM's Diamond Jubilee, a series of major exhibitions was scheduled: Paul Kane, Emily Carr and Hidden Treasures, an exhibition of rarely seen ROM artifacts, while earlier in the year an exhibition of early Canadian textiles, "Keep Me Warm One Night" drew large crowds. In addition, Jubilee concerts, lectures, poetry readings and films have been running throughout the year.

The popularity of the McLaughlin Planetarium continues with attendance slightly ahead of the previous year. In October a public Open House was held. Over 1200 people attended. In May the one millionth visitor to the Theatre of the Stars was greeted with a gift of astronomy equipment and books.

In March, 1972, ROM paid tribute to the Canadian Indian at an open house, "Peendagen-Gadesnigo", held in collaboration with the Mariposa Folk Festival. Festivities included a continuous program of folk singing, dancing, story telling, crafts demonstrations and films with attendance well in excess of 1,500.

ROM tours were extraordinarily successful during the past tour year (September to May) and continued to draw thousands of Torontonians as well as visitors from all parts of the globe. To meet the demand, evening tours have been added to the weekday schedule. In addition, special tours accompany all major shows and are conducted seven afternoons each week plus two evenings. Tours of the ROM's McLaughlin Planetarium and Canada Building complete the program.

*Until June 1, 1972.

Ryerson Polytechnical Institute

Toronto, Ontario

*Chairman, Board of Governors: R. G. Reid
President: D. R. Mordell*

The 1971-72 academic year was probably the most significant in the history of Ryerson Polytechnical Institute. After 23 years of growth and development as a diploma-granting institution, Ryerson was empowered by the Ontario Legislature to confer degrees of Bachelor of Technology and Bachelor of Applied Arts.

In keeping with the mandate granted by the Ontario Legislature, the Ryerson degree will not seek to imitate the classical university degree but will instead be "a new style of degree reflecting a pattern of accomplishment in which work experience is required in addition to the regular program of study." Thus, in many cases a Ryerson diploma will continue to be awarded at the end of three years, with a year of work experience following before the student returns to complete studies for the degree, either on a part-time or full-time basis.

The Honourable John White, former Minister of Colleges and Universities, described Ryerson's new role as "an exciting opportunity to demonstrate the validity of a techniversity in our society, while retaining its unique role in the provincial system of post-secondary educational institutions."

The Academic Council approved nine degree programs—interior design, business administration, geodetic sciences, journalism, radio and television arts, social sciences, early childhood education, secretarial science and home economics—and others are under consideration.

All of the approved programs had been in preparation for several years in anticipation of degrees. The first degree was conferred upon the Honourable William Davis, Premier of Ontario, at the annual Spring Convocation on May 26th. Mr. Davis also accepted an invitation to deliver the address to graduates on that day when a number of students also received their Ryerson degrees.

Ryerson continued to grow and evolve in other ways. Open College began its second year of offering—via radio, television and correspondence—Ontario's only post-secondary credit course with no academic prerequisites. The success of this experiment has been most encouraging and two new courses will be added for 1973.

Last autumn, the Institute initiated a new Theatre Arts Department offering programs in acting, arts administration, technical theatre and dance. With the exception of the latter program, the objective is to train professional personnel rather than teachers.

With full-time day enrolment topping 7,000 for the first time, and some 12,000 students registered in evening courses,

the Institute's physical expansion continued in January 1972, when construction began on a new 11-storey library resource centre which will also contain additional classroom, lecture hall and seminar room capacity.

The present schedule indicates completion of the total project by March 1974, with partial occupancy by September 1973.

The spring of 1971 saw the completion of two new buildings, a technology annex and Jorgenson Hall, a 14-storey tower and six-storey podium containing academic, student and administrative facilities, a bookstore and food services. Together these two projects added approximately 1,400 student spaces and vastly improved student lounge and eating facilities.

In 1968, Ryerson became the first post-secondary institution in Canada to invite students and faculty to elect members to its Board of Governors. This year, both Academic Council and the Board of Governors approved a plan for a restructured and enlarged Council, providing parity among faculty, students and administrators. First elections for the new Council were scheduled for September 1972.

Two key administrative vacancies were filled with the appointments of Dr. George Korey as Vice-President Administration and Dean of Business, and Dr. H. H. Yates as Vice-President Academic. Dr. Korey is an internationally known Canadian economist and marketing and management consultant. Dr. Yates was formerly Associate Dean, Academic, of the Faculty of Engineering, McGill University.

